

**DEEN DAYAL UPADHYAY GORAKHPUR  
UNIVERSITY, GORAKHPUR**



**CBCS Syllabus For  
Pre-Ph.D. Coursework in Education**

**DEPARTMENT OF EDUCATION**

**2021**

**ABOUT THE PROGRAMME:**

Every scholar admitted for Ph.D programme in Education is required to pass a course work of minimum 21 credits. Total 21 credits assigned for course work have been distributed in following A, B and C categories;

- A. Compulsory Courses:** This category includes the courses of 9 credits, compulsory for all students admitted for P. D in Education.
- B. Elective Courses:** This category includes discipline-based courses. Each candidate must opt out two (of 3 credits, each) out of these six courses.
- C. Open Elective Courses:** This category includes research theme specific courses. Each candidate must opt out two (of 3 credits, each) out of these six courses. Scholars admitted for Ph.D. in other disciplines may also opt out maximum 1/2 courses from among courses in this category.

**PROGRAMM SPECIFIC OUTCOMES: It will enable the students-**

1. To understand the basic framework and nature of research in education. Scholars will know analyzing information, documentation, articulation and exchange of ideas and put forward their views and defend them in open sessions with peers.
2. To know how to select a good problem for research and formulate it.
3. To understand the procedure of data collection and analysis in quantitative as well as in qualitative studies.
4. To understand the procedure of construction of research tools and analysis of data through advanced statistical techniques.
5. To understand the nature, need and issues of research and publication ethics.
6. To understand conducting research in discipline specific areas such as Policies, Gender, Early Childhood Care and Education, Global education, School leadership, Developmental studies, Marginalization and historical aspects of education.

**Structure of Pre-PhD Course work as given below;**

Nature of Course	Course Code	Course Title	Credit
<b>Category-A:</b> Compulsory Courses	STAT 600	Research Methodology	4+0
	LIB 600	Research and Publication Ethics	1+1
	CSC 600	Computer Fundamentals and IT	1+1
	EDU 601	Credit Seminar	0+1
<b>Total Credits: 09</b>			
<b>Category-B:</b> Elective Courses (Any Two)	EDU 602	Qualitative Research in Education	03
	EDU 603	Tool Construction in Research	03
	EDU 604	Advanced Statistics in Educational Research	03
	EDU 605	Action Research in Education	03
	EDU 606	Emerging Trends in Educational Research	03
	EDU 607	Software in Educational Research	03
<b>Total Credits: 06</b>			

<b>Category-C:</b> Open Elective Courses (Any Two)	EDU 608	Policy Research in Education	03
	EDU 609	Historical and Philosophical Research	03
	EDU 610	Gender Issues and Education	03
	EDU 611	Early Childhood Care Education and Research	03
	EDU 612	Global Education and Research	03
	EDU 613	Researches in School Leadership	03
	EDU 614	Developmental Studies and Research	03
	EDU 615	Marginalization and Research	03
<b>Total Credits: 06</b>			
<b>Thesis: Non-Credit</b>			
<b>Total: 21Credits</b>			

### **CATEGORY-A: COMPULSORY COURSES**

**COURSE CODE- EDU 601: CREDIT SEMINAR CREDIT: 01**

**COURSE OBJECTIVES:** Objectives of the course are;

1. To enable the scholars to analyze information, documentation, articulation and exchange of ideas.
2. To enable the scholars to put their views and defend them in open sessions with peers.

UNIT	CONTENT	CREDIT	HOURS
I	Seminar Presentation: <ul style="list-style-type: none"> <li>• Declaration of topic and outlines of the paper</li> <li>• Writing up of the paper</li> <li>• Presentation and discussion on the paper</li> </ul>	1	

## **CATEGORY-B: DISCIPLINE BASED ELECTIVE COURSES**

### **COURSE CODE- EDU 602: QUALITATIVE RESEARCH IN EDUCATION**

**CREDIT: 03**

**COURSE OBJECTIVES:** Following are the objectives of the course;

1. To introduce the scholars to the concepts and planning of qualitative researches in education.
2. To enable the scholars to understand the process of qualitative researches in education.
3. To enable the scholars to understand reporting of qualitative researches.

UNIT	CONTENT	CREDIT	HOURS
I	Problem of Research; <ul style="list-style-type: none"><li>• Concept, sources, characteristics of problem of research</li><li>• Formulation of research</li><li>• Review of sources of related information</li><li>• Proposal and Chaptalization for qualitative research</li></ul>	1	
II	Procedure of research; <ul style="list-style-type: none"><li>• Ethnographic, grounded theory and Case Studies methods</li><li>• Defining the universe/ ground/ case, selecting research participants, Collecting evidences</li><li>• Rap, interviewing and observation</li><li>• Triangulation and cross validation</li><li>• Recording, emic and attic</li></ul>	1	
III	Reporting the research: <ul style="list-style-type: none"><li>• Coding</li><li>• Narration, quotation and interpretation</li><li>• Referencing</li></ul>	1	

1. Jennifer Mason, (2002): Qualitative Researching (Second Edition), New Delhi; Sage Publications India Pvt Ltd.
2. John W Cresswel, (2019): Research Design: Qualitative Quantitative and Mixed Methods Approaches (4th edition), New Delhi; Sage Publications India Private Limited
3. Meenakashi Thapa (Ed.), (2014): Ethnographies of Schooling in Contemporary India, New Delhi; Sage Publication India Pvt. Ltd.
4. James H McMillan and Sally Schumacher, (1997): Research in Education: A Conceptual Introduction (4th edition), New York; Longman
5. Devid M Fetterman and Mary Anne Pitman (ed s.), (1986): Educational Evaluation: Ethnography in Theory, Practice and Politics, New Delhi; Sage Publications India Private Limited
6. Peter G Swanborn, (2010): Case Study Research: What, Why and How? New Delhi; Sage Publication India Pvt. Ltd

**COURSE CODE- EDU 603: TOOL CONSTRUCTION FOR RESEARCH CREDIT: 03****COURSE OBJECTIVES:** Objectives of the course;

1. To introduce the scholars to the concepts of data collection.
2. To enable the scholars to understand the process of tool construction.
3. To enable the scholars to understand the process of using tools of data collection.

UNIT	CONTENT	CREDIT	HOURS
I	Tools of Data Collection: <ul style="list-style-type: none"><li>• Need and significance of tools</li><li>• Type of tools of data collection (Subjective, objective and Projective)</li><li>• Concept and definition of various tools</li><li>• Criteria of good tools of data collection</li></ul>	1	
II	Construction and standardization of Achievement test, Questionnaire and schedules, Rating scale, Interviewing and observation; <ul style="list-style-type: none"><li>• Planning</li><li>• Item writing</li><li>• Item analysis</li><li>• Norms</li><li>• Manual</li></ul>	1	
III	<ul style="list-style-type: none"><li>• Uses and limitations of various tools</li><li>• Scoring</li><li>• Tabulation of data</li></ul>	1	

References:

1. Mark Parkinson, (2007): How to Master Psychometric Test (3rd Edition) New Delhi; Mohan Page India Private Limited
2. Pauline V Young, (1979): Scientific Social Surveys and Research (4th edition), New Delhi; Prentice Hall of India Private Limited
3. Frank S. Freeman, (1965): Theory and Practice of Psychological Testing, New Delhi; Oxford & IBH Publishing Co. Pvt. Ltd
4. Robert L Thorndike and Elizabeth P Hagen, (1977): Measurement and Evaluation in Psychology and Education, New Delhi; Wily eastern Limited

**COURSE CODE- EDU 604    ADVANCED STATISTICS IN EDUCATION CREDIT: 03****COURSE OBJECTIVES:** objectives of the course are ;

1. To introduce the scholars to the concepts of Statistics in Educational research.
2. To develop understanding statistical data analysis.
5. To enable the learners to use parametric and non-parametric techniques of data analysis.

UNIT	CONTENT	CREDIT	HOURS
I	<p><b>Central Limit Theorem</b></p> <ul style="list-style-type: none"> <li>• Introduction to Descriptive Statistics and Multivariate Methods</li> <li>• Parametric and Non-parametric Techniques; t-test, z-test, Chi Square, ANOVA</li> </ul> <p><b>Simple and Multiple Regression</b></p> <ul style="list-style-type: none"> <li>• Introduction to Simple Regression - Multivariate Linear</li> <li>• Regression; Ordinary Least Square Method, its Assumptions;</li> <li>• Violation of the Assumptions of OLS – Multicollinearity, Serial Correlation (Autocorrelation), Heteroscedasticity, Testing and Correcting the Problems of Multicollinearity, Heteroscedasticity, Autocorrelation</li> </ul>	1	15
II	<p><b>Qualitative Response Variable Models-I</b></p> <ul style="list-style-type: none"> <li>• Introduction of Dummy Variables, Dummy Variable Trap</li> <li>• Use of Dummy Variables in OLS - Interactions, Dummy Variables, Omitted Variable Bias</li> <li>• Categorical Outcome Variables and Logistic Regression - Method of Estimating Logit and Probit Models – Violation of OLS Method.</li> </ul>	1	15
III	<p><b>Qualitative Response Variable Models</b></p> <ul style="list-style-type: none"> <li>• Introducing Maximum Likelihood Method</li> <li>• Logit and Probit Models – Bivariate; Multinomial Logit; the Difference between Logit and Probit Estimates - Marginal Effect – Predicted Probabilities.</li> <li>• Multivariate Analysis</li> <li>• Principal Components Analysis – Its Relationship to Multivariate Normal Distribution and to eigen Structure of Covariance; Factor Analysis - Exploratory Factor Analysis - Computation of Factor Scores - Factor Loadings; Cluster Analysis - Discriminant Analysis</li> </ul>	1	15

**REFERENCES:**

1. David, G. K., K. Mitchel (2010). Logistic Regression: A Self-Learning Text, Springer. y Hilbe, J. M. (2009). Logistic Regression Models, Chapman & Hall.
2. Peng, C. Y. J., K. L. Lee and G. M. Ingersoll (2002). An Introduction to Logistic Regression Analysis and Reporting, in ‘The Journal of Educational Research’, pp 3-14.

3. Long John Scott (1997). Regression Models for Categorical and Limited Dependent Variables (Advanced Quantitative Techniques in the Social Sciences), 1st Edition.
4. Wooldridge, J. (2015). 6th Edition, Introductory Econometrics: A Modern Approach, Mason, OH: Southwestern Cengage Learning, available online at Levin, J. (2011). Elementary Statistics in Social Research: The Essentials, Boston: Allyn & Bacon.
5. Larry Golick and Woollcott Smith. The Cartoon Guide to Statistics. Harper Perennial (Harper Collins Publishers), 1993. y
6. Roxy Peck, Chris Olsen, and Jay Devore. Introduction to Statistics and Data Analysis. Duxbury (Thompson Learning), 2001.
7. Alan Agresti, Barbara Finlay (2018). Statistical Methods for the Social Sciences, Pearson.
8. Healey, J.F. (2002). Statistics: Tool for Social Research. (Sixth Edition), Wadsworth, HEA-S 27486: Australia.
9. Nagar, A.L. and R. K. Das (1997). Basic Statistics, Oxford, Delhi.
10. Paul Vogt, W. and R. Burke Johnson (2009). Dictionary of Statistics & Methodology: A Non-technical Guide for the Social Sciences, Sage.
11. Mimi Corcoran (2016), Illustrating the Central Limit Theorem, The Mathematics Teacher Vol. 109, No. 6, pp. 456-462

**COURSE CODE- EDU 605: ACTION RESEARCH IN EDUCATION**

**CREDIT: 03**

**COURSE OBJECTIVES:** Objectives of the course are to;

1. To introduce the scholars to the concepts and planning of Action research in education.
2. To enable the scholars to understand the process of Action research in education.
3. To enable the scholars to understand reporting of Action research in education.

UNIT	CONTENT	CREDIT	HOURS
I	Problem of Action Research; <ul style="list-style-type: none"> <li>• Concept, sources, characteristics of good problem of research</li> <li>• Formulation of problem of research</li> <li>• Review of sources of related information</li> <li>• Proposal for Action research</li> </ul>	1	
II	Procedure of research; <ul style="list-style-type: none"> <li>• Diagnosis of problem</li> <li>• Data Collection, analysis and interpretation</li> <li>• Plan of Implementation of findings and remediation</li> </ul>	1	
III	Reporting the research: <ul style="list-style-type: none"> <li>• Chapterization of report</li> <li>• Report writing</li> <li>• Referencing</li> </ul>	1	

**REFERENCES:**

1. James E. McLean (1995): Improving Education through Action Research: A Guide for Administrators and Teachers, New Delhi; Sage Publications India Private Limited

2. RP Bhatnagar (Ed), (1989): Readings in Methodology of Research in Education, Meerut; Surya Publication
3. Jerry Wellington (2006): Educational Research: Contemporary Issues and Practical Approaches, London; Viva Continuum Edition
4. Pauline V Young, (1979): Scientific Social Surveys and Research (4th edition), New Delhi; Prentice Hall of India Private Limited
5. Carter V Good, (1966): Essentials of Educational Research: Methodology and Design, New York; Appleton Century Crofts
6. Robert M W Travers, (1978): An Introduction to Educational Research (4th edition), New York; Macmillan Publishing Company Inc.
7. Carole Torgerson, (2005): Systematic Reviews, London; Viva Continuum Edition

**COURSE CODE- EDU 606 EMERGING TRENDS IN EDUCATIONAL RESEARCH  
CREDIT: 03**

**COURSE OBJECTIVES:** Following are the objectives of the course:

1. To understand and analyse the issues and trends in contemporary approaches of research.
2. To develop the sense of collaborative research through inters and transdisciplinary approaches.

UNIT	CONTENT	CREDIT	HOURS
I	Inter-disciplinary approach, trans-disciplinary approach, Collaborative research, Network based knowledge	1	15
II	Collaborative Data Analytical Approach, Predictive Analytics, Strategic Intuition, Exploit Latest Digital tool, Scriptural Reference, Theory Correlation.	1	15
III	Freedom from Format, Dark Data, Open education resources, protocol Analysis, Discrete Choice Analysis.	1	15

**REFERENCES:**

1. Stephen, P. (2015). Emerging trends in Social Science Research.
2. Puri, V. (2019). Modern Trends in Research Methodology. DOI: 334

**COURSE CODE EDU 607 SOFTWARE IN EDUCATIONAL RESEARCH CREDIT: 03**

**COURSE OBJECTIVES:** Objectives of the course are to:

1. Understand the recent technological assistance for research.
2. Implicate the idea of innovation in research.
3. Speed up research and increase accuracy.

UNIT	CONTENT	CREDIT	HOURS
I	Introduction to Statistical Packages for research and its implication in Educational research	1	15
II	Manual Readings of Statistical Packages such as SPSS, R, STATA	1	15
III	Practices of software in various research problems and data analysis	1	15

**REFERENCES:**

1. Janssens, W.K., Wijnen, P., De Pelsmacker & P. Vankenhove (2008). Resaerch with SPSS. Harlow: Pearson Education.



2. Pallant (2011). SPSS Survival Manual: A step by step guide to data analysis using SPSS, 4<sup>th</sup> edition. Allen& Unwin, Crows Nest.

### **CATEGORY-C: RESEARCH THEME SPECIFIC OPEN ELECTIVE COURSES**

#### **COURSE CODE- EDU 608: POLICY RESEARCH IN EDUCATION CREDIT: 03**

**COURSE OBJECTIVES:** Following are the objectives of the course:

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

UNIT	CONTENT	CREDIT	HOURS
I	Conceptual Framework for Policy Research <ul style="list-style-type: none"> <li>• Foundation of Policy</li> <li>• Policy as Fairness and Equity</li> <li>• Justice framework of Public policy in Education</li> </ul>	1	15
II	Process and Dynamics of Policy Making in India <ul style="list-style-type: none"> <li>• Process and structure of Policy making</li> <li>• Developmental agenda in policy making in societal context</li> <li>• Dynamics of Centre-state relationship in policy formulation</li> <li>• Policy making in education</li> </ul>	1	15
III	Issues related to policy research <ol style="list-style-type: none"> <li>1. Autonomy and Quality</li> <li>2. Equity and Efficiency</li> <li>3. Privatization and equity</li> <li>4. Access and equity</li> <li>5. Accountability vs Capabilities</li> </ol>	1	15

#### **REFERENCES:**

- 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
- Bhushan Sudhanshu, Idea of Justice, 2009, Chapter-wise Summary
- Sudhanshu Bhushan, Video, Lecture Note, 15 minutes. 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, Sukhdev and Nidhi S. Sabharwal (2015). 'Caste and Social Exclusion: Concept, Indicators, and
- Measurement,' in A. K. Kumar, P. Rastogi, and R. Subramanian (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.

**COURSE CODE- EDU 609: HISTORICAL AND PHILOSOPHICAL RESEARCH**

**CREDIT: 03**

**COURSE OBJECTIVES:** Following are the objectives of the course;

1. To introduce the scholars to the concepts and planning of historical and philosophical research.
2. To enable the scholars to understand the process of historical and philosophical researches.
3. To enable the scholars to understand reporting of historical and philosophical researches.

UNIT	CONTENT	CREDIT	HOURS
I	Problem of Historical and Philosophical Research; <ul style="list-style-type: none"> <li>• Concept, sources, characteristics of good problem of research</li> <li>• Formulation of historical and philosophical problem</li> <li>• Review of sources of related information</li> <li>• Proposal and Chapterisation in historical and philosophical researches</li> </ul>	1	
II	<ul style="list-style-type: none"> <li>• Procedure of research;</li> <li>• Content Analysis</li> <li>• Interpretation of facts</li> <li>• Locating sources</li> <li>• Criticism of sources</li> <li>• Recreation of historical truth/ philosophical perspectives</li> </ul>	1	
III	Reporting the research: <ul style="list-style-type: none"> <li>• Report writing</li> <li>• Implications</li> <li>• Referencing</li> </ul>	1	

**REFERENCES:**

1. Manmohan Verma, (1965): An Introduction to educational and Psychological

- research, Bombay; Asia Publishing House
2. Ranjeet Kumar, (2014): Research Methodology (4th edition), New Delhi; Sage Publications India Private Limited
  3. CR Kothari, (2004): Research Methodology: Methods and Techniques, New Delhi; New Age International (P) Limited publisher
  4. Pauline V Young, (1979): Scientific Social Surveys and Research (4th edition), New Delhi; Prentice Hall of India Private Limited
  5. Carter V Good, (1966): Essentials of Educational Research: Methodology and Design, New York; Appleton Century Crofts
  6. Robert M W Travers, (1978): An Introduction to Educational Research (4th edition), New York; Macmillan Publishing Company Inc.
  7. George J. Moulay, (1964); The Science of Educational Research, New delhi; EurasiaPublishing House

**COURSE CODE- EDU 610 RESEARCH ON GENDER STUDIES IN EDUCATION**

**CREDIT: 03**

**COURSE OBJECTIVES:** Following are the objectives of the course:

1. To develop conceptual understanding of gender equality of education.
2. To develop a perspective on contemporary policy debates on gender and education.
3. To equip researcher to conduct research into aspects of gender, education and development.

UNIT	CONTENT	CREDIT	HOURS
I	Conceptual Framework to study Gender Issues in Education <ul style="list-style-type: none"> <li>• Basic concepts of gender</li> <li>• Gender norms and stereotypes</li> <li>• Social movement and role of education</li> <li>• Shifting social norms of gender roles and responsibilities</li> </ul>	1	15
II	Gender in policy and programmes <ul style="list-style-type: none"> <li>• Gender equity and MDGs</li> <li>• Development of International goals including Beijing Platform for action</li> <li>• Gender in National policy document</li> <li>• Government Intervention: Mahila, Samakhya, KGBV, incentives for girls, reservation.</li> </ul>	1	15
III	Issues related to ECCE and Reporting <ol style="list-style-type: none"> <li>6. Education, women's work and social change</li> <li>7. Education and women's political participation</li> <li>8. Understanding intersectionality in education through data</li> <li>9. Gender budgeting and data based advocacy</li> <li>10. NSSO, Census, DISE, NFHS, NCAER HDR, ASER for gender gap indicators</li> <li>11. Feminist research methods: Empiricism, standpoint, intersectionality, reflexivity.</li> </ol>	1	15

**REFERENCES:**

- Bandyopadhyay, Madhumita and Ramya Subramanian (2011). "Gender Equity in Education: A Review of Trends and Factors" in R. Govinda (Ed.) Who Goes to School? Exploring Exclusion in Indian Education, OUP, New Delhi

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- Kabeer, Naila (1994): *Reversed Realities: Gender Hierarchies in Development Thought*. London (UK): Verso Press. (Also published by Kali for Women, New Delhi in 1995) Chapter 1-3.
- Kabeer, Naila (2015). Gender, poverty, and inequality: a brief history of feminist contributions in the field of international development in *Gender & Development* Volume 23, Issue 2, published online: 13 Jul 2015.
- Kumar, Nita (2007). 'The space of the child; The Nation, the neighbourhood, and the home' in Nita Kumar, *The Politics of Gender, Community and Modernity; Essays on Education in India*, New Delhi: OUP, pp. 238-266
- Madan, Amman (2013). "Does education really change society?", in Geetha B. Nambissan and S. Srinivas Rao (Eds.) *Sociology of Education in India: Changing Contours and Emerging Concerns*, Oxford University Press, pp. 136-153.
- Mazumdar, Vina (Ed.) (2012): *Education, equality and development: persistent paradoxes in Indian women's history*, CWDS, Pearson
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- Ramirez, Francisco O. (2016). *Education, Gender, and Development Part of the Leaders in Educational Studies book series (LES)*, Springer.
- Saihjee, Aarti and Vimala Ramachandran (2002). The new segregation: Reflections on gender and equity in primary education, *Economic and Political Weekly*, April 27: 1600-1613.
- Subrahmanian, Ramya (2006). *Mainstreaming gender for better girls' education: Policy and institutional issues*. The United Nations Children's Fund (UNICEF) Regional Office for South Asia and United Nations Girls' Education Initiative (UNGEI) at [http://www.ungei.org/resources/files/unicef\\_issue4\\_mainstreaming\\_gender.pdf](http://www.ungei.org/resources/files/unicef_issue4_mainstreaming_gender.pdf)

- Sudarshan, Ratna and Shrayana Bhattacharya (2009). ‘Through the magnifying glass: Women’s work and labour force participation in urban Delhi’, Economic and Political Weekly, Vol. XLIV No. 48 (November 28- December 4): 59-66.
- United Nations Girls Education Initiative resources at: [http://www.ungei.org/resources/index\\_471.html](http://www.ungei.org/resources/index_471.html)

**COURSE CODE- EDU 611: Early Childhood Care Education and Research CREDIT: 03**

**COURSE OBJECTIVES:** Following are the objectives of the course:

1. Understanding the significance of ECCE.
2. Review Policy relevant to ECCE.
3. Contextualization of policy to various states.
4. Critically analyses the ECCE programme and impact.

UNIT	CONTENT	CREDIT	HOURS
I	Introduction to Early Childhood Care and Education <ul style="list-style-type: none"> <li>• Goals and Objectives of ECCE</li> <li>• Inter-disciplinary approach</li> <li>• Sustainable development through ECCE</li> <li>• Quality standards for implementation</li> </ul>	1	15
II	Policies and Programmes <ul style="list-style-type: none"> <li>• National and International policies relevant to ECCE</li> <li>• Major programmes of the states for ECCE</li> <li>• Role of State ECCE Council</li> <li>• Policy Implementation after 2013</li> <li>• Issues pertaining to equity, access and quality</li> </ul>	1	15
III	Issues related to ECCE and Reporting <ul style="list-style-type: none"> <li>• Impact of ECCE on access, quality, participation and transition</li> <li>• Impact of ECCE on gender equality, health and nutritional status, long term impact on development</li> <li>• Status of ECCE in different states</li> <li>• Report writing</li> </ul>	1	15

**REFERENCES:**

- Barnett, W. S., Frede, E. C., Mobasher, H., and Mohr, P. (1987). The efficacy of public pre-school programs and the relationship of program quality to efficacy. Educational Evaluation and Policy Analysis, 10, 37-49.
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- Government of India, (2013). Ministry of Women and Child Development (MWCD). Integrated Child Development Scheme (ICDS), Annual Reports (2006-2012).
- Government of India, Ministry of Women and Child Development (MWCD). National Policy on Early Childhood Care and Education (2013) - [http://icds-wcd.nic.in/schemes/ECCE/ecce\\_01102013\\_eng.pdf](http://icds-wcd.nic.in/schemes/ECCE/ecce_01102013_eng.pdf)
- Implementation of Early Childhood Care and Education Policy In India from website “[http://www.arnec.net/wp-content/uploads/2015/01/plenary-2\\_INDIA.pdf](http://www.arnec.net/wp-content/uploads/2015/01/plenary-2_INDIA.pdf)”

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**COURSE CODE- EDU 612: GLOBAL EDUCATION AND RESEARCH CREDIT: 03**

**COURSE OBJECTIVES:** Following are the objectives of the course:

1. To provide scholars a theoretical perspective of the dynamics of globalization and its impact on education.
2. To induct researcher in the area related to globalization and education.

UNIT	CONTENT	CREDIT	HOURS
I	Globalization and Education <ul style="list-style-type: none"> <li>• Impact of Neoliberal policies on education</li> <li>• Role of major international and transnational organization</li> <li>• India's stand for GATS and WTO policies</li> </ul>	1	15
II	Policies and Programmes <ul style="list-style-type: none"> <li>• SSA, RMSA, RUSA, NEP2020 in the context of globalization</li> <li>• Foreign Collaboration in India</li> <li>• Threats and opportunities of globalization in India</li> <li>• Financing of internationalization-innovative models for financing</li> </ul>	1	15
III	Issues related to GERE and Reporting <ul style="list-style-type: none"> <li>• Emerging importance of technology and MOOCs</li> <li>• Language and multiculturalism</li> <li>• Privatization and growth of private international schools</li> <li>• Global skills and employability</li> <li>• Accreditation and equivalence of the programme</li> <li>• Global learning assessment survey: PISA, TIMS, PRILS</li> <li>• Data source-AIU, AISHE, open door data</li> <li>• Report writing</li> </ul>	1	15

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**COURSE CODE- EDU 613 RESEARCHES IN SCHOOL MANAGEMENT CREDIT: 03**

**COURSE OBJECTIVES:** Objectives of the course are to:

1. Enhance understanding of school and its management in different cultural, social and organizational context.
2. Develop conceptual clarity of scholarship; explain theories and models of school administration and application in real school practices.
3. Strengthen the research abilities for understanding research within the broader domain of school management.

UNIT	CONTENT	CREDIT	HOURS
I	Understanding School leadership <ul style="list-style-type: none"> <li>• Conceptual understanding of Management and theories</li> <li>• Application of theories on schools</li> <li>• Organizational Change and Management</li> <li>• Innovations in administration and management</li> </ul>	1	15
II	Practices in School Management <ul style="list-style-type: none"> <li>• Organizational diagnosis</li> <li>• Situational analysis for school improvement</li> <li>• Transformation of school in learning organization</li> <li>• Head for transforming traditional schools</li> </ul>	1	15

III	Issues related to RSM and Reporting <ul style="list-style-type: none"> <li>• Innovative schools</li> <li>• Measuring leadership in real school situation</li> <li>• Objectivity, validity and precision of the instruments</li> <li>• Conducting survey, interviews, day to day logs</li> <li>• Internal human relations</li> <li>• External relations and management</li> <li>• School discipline</li> <li>• Supervision of schools and academic bodies</li> <li>• Report writing</li> </ul>	1	15
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**COURSE CODE- EDU 614 DEVELOPMENTAL STUDIES AND RESEARCH**

**CREDIT: 03**

**COURSE OBJECTIVES:** Objectives of the course are:

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

UNI T	CONTENT	CREDIT	HOUR S
I	Conceptual Framework for Developmental Studies <ul style="list-style-type: none"> <li>• Economic, socio-cultural, political and psychological perspective on Education and Development</li> <li>• Culture, Socialization and Education</li> <li>• Education and Social Inequality</li> <li>• Education, capability theory and human development</li> <li>• Psychological perspective in education</li> </ul>	1	15



II	<p>Perspectives of research in developmental studies</p> <ul style="list-style-type: none"> <li>• Human development and learning</li> <li>• Culture, local knowledge, school curriculum and practice</li> <li>• Human capital, job completion and labour market segmentation.</li> </ul>	1	15
III	<p>Issues related to policy research</p> <ul style="list-style-type: none"> <li>• Political perspective in education through the lenses of theory and philosophy</li> <li>• Diversity, democracy and Education</li> <li>• Rights discourse in Education</li> </ul>	1	15

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**COURSE CODE EDU 615 -RESEARCH ON MARGINALIZATION**

**CREDIT: 03**

**COURSE OBJECTIVES:** Objectives of the course are:

1. To sensitize students towards the marginalized sections of society.
2. To enable the students to understand the constitutional provisions for Socio-educational up gradation of masses on margins.
3. To enable the students to understand the importance of education for marginalized masses.
4. To enable the students to take educational measures for various marginalized sections.
5. To understand the relevance of education as a tool for social empowerment.

UNIT	CONTENT	CREDIT	HOURS
I	<p>Conceptual Framework of Marginalisation</p> <ul style="list-style-type: none"> <li>• Marginalization; Concept, Definitions and Educational status</li> <li>• Types of Marginalization; Social, Political, Economic and Educational</li> <li>• Reasons of Marginalization; Socio-cultural, Religious, Disadvantage, Deprivation, Economic and Political</li> <li>• Impacts of Marginalization; Discrimination, Disadvantage, Social Exclusion, Social Disharmony and Violence and crime.</li> <li>• Concept of LGBT</li> </ul>	1	15

II	<p>Marginalisation in Policy Discourse</p> <ul style="list-style-type: none"> <li>• State Policy and Educational Disparity related to Women, SC/ST, Minority, differently abled.</li> <li>• Educational problems pertaining to Enrolment, Drop out, Low achievement, Assimilation, Equity and Equality</li> <li>• Coping strategies and interventions; RTE Act 2009, RMSA, RUSA and Provisions Across Five Year Plans</li> </ul>	1	15
III	<p>Issues related to Researches on Marginalisation</p> <ul style="list-style-type: none"> <li>• Social security</li> <li>• Educational development</li> <li>• Vocational courses and Opportunities</li> <li>• Contextualization of education,</li> <li>• Partnership in governance and decision-making process</li> </ul>	1	15

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