



Diploma Thesis Evaluation Form

Author: Arsh Arora

Title: The current state of research in State and Higher Education System Relationship

Programme/year: International Economics and Political Studies /2022

Author of Evaluation (supervisor/second reader): Aleš Vlk

Criteria	Definition	Maximum	Points
Major Criteria			
	Research question, definition of objectives	10	10
	Theoretical/conceptual framework	30	28
	Methodology, analysis, argument	40	38
<i>Total</i>		80	76
Minor Criteria			
	Sources	10	9
	Style	5	3
	Formal requirements	5	3
<i>Total</i>		20	15
TOTAL		100	91



Evaluation

Major criteria:

The two research questions are well-formulated and fit for the purpose of the thesis. Theoretical and conceptual framework is clear and helps in answering the research questions. Methodology, analysis, and arguments are appropriate.

Minor criteria:

There are a few shortcomings in the citation style. For example “Jungblut & Vukasovic (2013) say that there is a clear link between institutional theory and hybrid steering models” ... should be used instead of “*(Jungblut & Vukasovic, 2013) says that there is a clear link between institutional theory and hybrid steering models.*” (p. 38).

There are also two other small disturbing issues in the thesis. Firstly, the author is in some places referring to the phd thesis as to the **paper** (p. 3, 7). Secondly, the expression **authors** instead of author is used several times in the text (p. 7, 27, 45, 64). It seems that some parts of the thesis could have been used for some other paper. More attention should have been paid to the final revision of the text.

Assessment of plagiarism:

Overall evaluation:

To say that the “study is the first to systematically review systemic higher education governance” seems to me a bit of an overstatement. Every Phd student with a topic related to HE governance usually does a thorough literature review in his or her first year and analyzes most of the relevant sources. Selected PhD theses (for example by Maassen and Gornitzka) are of such an example. Arsh should also keep in mind that in HE policy scholarship for example encyclopedias and handbooks are important knowledge sources in the field. An important source is for example The Palgrave International Handbook of Higher Education Policy and Governance by Huisman, de Boer, Dill and Souto-Otero (2015, Palgrave Macmillan).



FACULTY
OF SOCIAL SCIENCES
Charles University

Despite the above mentioned minor shortcomings, the submitted diploma thesis is way above the standard work in the Faculty of Social Sciences known to me in terms of both structure and relevant literature.

The introductory part to thesis is very well structured, and indeed captures basic developments and challenges of higher education systems in the contemporary society. With some exceptions, major models and concepts of higher education governance and steering are included. I would add some others – for example privatization in higher education as a tool of the New Right policy played an important role namely in the US and Great Britain under Ronald Reagan and Margaret Thatcher administration. Another interesting categorization, which could be added to the analysis, is the facilitatory state, interventionary state and the evaluative state as described by Neave and van Vught (1991).

With respect to Clark's triangle, some authors discussed the need for its further adjustment such as van der Wende (1997) or Cloete et al. (2002) adding internationalization or globalization into the context.

Cloete, N., Fehnel, R., Gibbon, T., Maassen, P., Moja, T., & Perrold. (Eds.). (2002). Higher Education Policy, Institutions and Globalisation: New Dynamics in South Africa after 1994.

Neave, G., & Vught, F. A. van (Eds.). (1991). Prometheus Bound. The Changing Relationship Between Government and Higher Education in Western Europe. Oxford: Pergamon Press.

Wende, M. C. van der (1997). Missing Links: The Relationship between National Policies for Internationalization and those for Higher Education. In T. Kälveborn & M. van der Wende (Eds.), National Policies for the Internationalisation of Higher Education (pp. 10-41). Stockholm: NAHE.

Suggested grade:

A

Signature: