

# M. PHIL. AND PH. D. PROGRAMMES

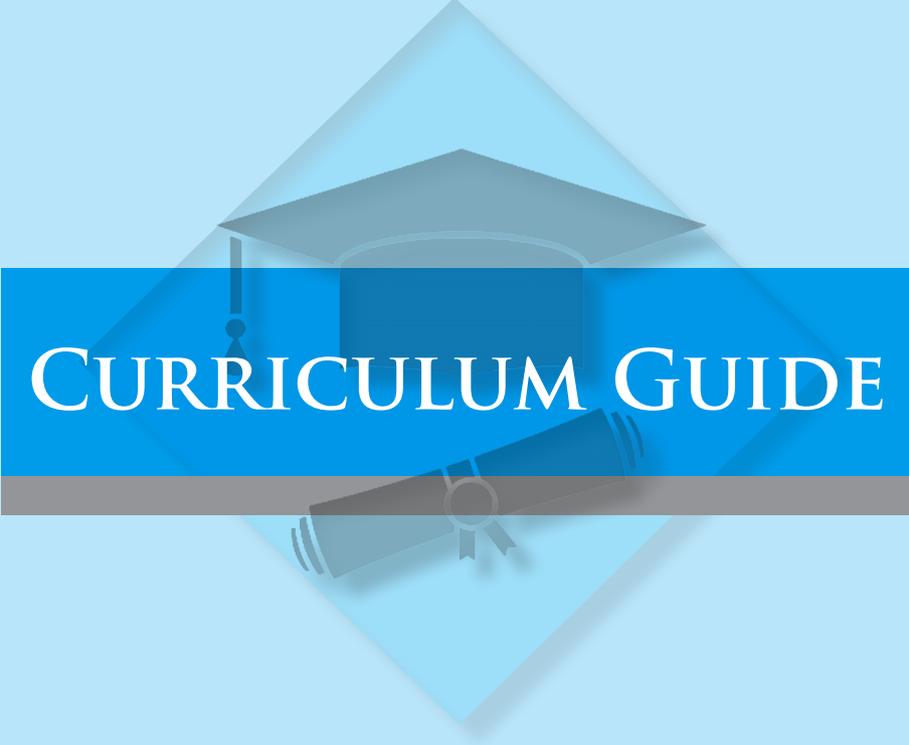
## CURRICULUM GUIDE



National Institute of Educational Planning and Administration



# M. PHIL. AND PH. D. PROGRAMMES



## CURRICULUM GUIDE



**National Institute of Educational Planning and Administration**

(Deemed to be University)

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

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National Institute of Educational Planning and Administration (NIEPA)  
(Deemed to be University)  
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## VISION

*Evolving a humane learning society through advancement of knowledge*

## MISSION

*To become a centre of excellence in educational policy, planning and management by promoting advanced level teaching, research and capacity building in national and global contexts*



# M. PHIL. AND PH. D. PROGRAMMES

## INTRODUCTION

The National 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 its M.Phil. and Ph.D. programmes, for planning and management of education in the country. It has opened its doors for young minds to join research programmes for discovering and disseminating new knowledge essential for nation-building.

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 Department of Training and Capacity Building 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).

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.



## M. Phil. and Ph. D. Programmes

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

1. M.Phil. Programme
2. Ph. D. Programme
3. Part-time Ph. D. Programme

These programmes are designed to build the research capacity of scholars from varied backgrounds and provide a strong knowledge and skill base in areas of educational policy, planning, administration and finance. The research studies completed under the M. Phil., Ph. D. and part-time Ph. D. programmes are expected to provide critical inputs for policy formulation, implementation of reform programmes and capacity building activities. The broad areas of research, under the field of education, are:

• Educational Policy	• Higher Education
• Educational Planning	• Equity and Inclusion in Education
• Educational Administration	• Gender Issues in Education
• Educational Finance	• Education of the Minority
• Educational Management Information System	• Comparative Education
• School Education	• Education and Globalization

## Programme Duration

### *M. Phil. Programme*

Under this programme, the Institute offers M. Phil degree (two-years' duration) programme, which comprises one year of course work followed by one year of dissertation work. The scholars, who successfully complete the M. Phil. programme of the Institute and also display a certain standard of performance (to be decided by the Institute on year-to-year basis), are considered for registration to the Ph. D. programme.

### *Ph. D. Programme*

Scholars admitted to the Ph. D. Programme are expected to complete the one year course work before confirmation of Ph. D. registration following which they become eligible to submit their thesis after two years from the date of confirmation for registration to the Ph.D. programme.

### ***Part-time Ph. D. Programme***

Scholars admitted to Part-time Ph.D programme have also to complete one-year course work before confirmation of Ph.D. registration. A part-time Ph. D. scholar becomes eligible for submission of his/her Ph. D. thesis after a minimum period of four years from the date of confirmation for registration to the Ph. D. programme.

#### **Notes:**

- (a) A scholar, in consultation with his/her supervisor(s), shall identify, prepare and submit the research synopsis latest by the end of the first year of his/her programme of study.
- (b) He/she shall work on the approved research topic for a minimum period of six months to be eligible to submit his/her M. Phil. Dissertation, and two years after registration in the Ph. D. programme, to be eligible to submit his/her Ph. D. thesis. A scholar registered for part-time Ph.D programme will be eligible to submit his/her Ph.D thesis after a minimum period of four years from the date of confirmation of registration.
- (c) The scholar shall submit, through his/her supervisor(s), three copies of the M. Phil. Dissertation along with three copies of the abstract within 12 months from the date of confirmation of registration to the M. Phil. programme.
- (d) The scholar shall submit, through his/her supervisor(s), five copies of the Ph. D. thesis not prior to two years (for Full-time scholars) and four years (for Part-time scholars) from the date of confirmation of registration to the Ph. D. programme. Besides, the scholar shall also submit five copies of the abstract of the thesis in not more than 2500 words. He/she shall also be required to make a presentation of the research work in a seminar at least three months prior to submission of the thesis.
- (e) All the three programmes will be governed by the rules and regulations of the National Institute of Educational Planning and Administration.

## **Programme Structure**

M. Phil Programmes will be offered in two parts:

Part I	Course Work
Part II	Dissertation work

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

Part I	Course Work
Part II	Thesis work



*Part I: Course Work*

Part I comprises of course work of one year duration distributed over two semesters. Four Compulsory Courses of two credits each will be transacted in First Semester. In the second semester, three Compulsory Courses of two credits each and two Optional courses of one credit each, will be transacted. Each scholar has to choose two Optional Courses out of the 15 Optional courses offered by the Institute. In the Third Semester, scholars shall have to complete the compulsory course component of the M. Phil course work. There will be four modules of the Third Semester course work on Guidance for Educational Research and Writing which will comprise Module A: Use of Software Application in Educational Research (Duration: 2 weeks); Module B: Workshop on Writing Skills (Duration: 2 weeks); Module C: Tutorials with Guide (Duration: Extended interaction for the whole semester); Module D: Summer Internship/Project work (6 Weeks). Whereas Module A,B and C will be non -credit compulsory course, the Module D will have 4 credits' course component. Courses in the First Year will be of total 16 credits. The courses offered are as follows:

**M.Phil Course Structure**

First Semester (8 credits)	Second Semester (8 credits)
CC-1 Perspectives on Education (2 Credits)	CC-5 Research Methodology - II (2 Credits)
CC-2 Education in India (2 Credits)	CC-6 Educational Planning (2 Credits)
CC-3 Research Methodology - I (2 Credits)	CC-7 Educational Administration and Management (2 Credits)
CC-4 Educational Policy (2 Credits)	OC : Optional Course (1 Credits each)
	OC : Optional Course (1 Credits each)
	(* 2 Optional Courses to be selected by the scholar from the List of Optional Courses)
	Summer Internship/Project Work (4 Credits)
Third Semester	Fourth Semester
Workshop on the use of Software Application in Research	
Writing Workshop	
Tutorials with Guides	
Dissertation and Viva Voce (16 Credits)	
One third weightage will be assigned for Viva Voce.	
<b>Total Credits = 36 Credits</b>	
<b>(1 Credit = 18 hours)</b>	
<b>Total Credit hours = 648 hours</b>	

C.No	Course Title	Credits	Contact hours (1 Credit = 18 hrs)
CC-1	Perspectives on Education	2	36 hrs
CC-2	Education in India	2	36 hrs
CC-3	Research Methodology - I	2	36 hrs
CC-4	Educational Policy	2	36 hrs
CC-5	Research Methodology -II	2	36 hrs
CC-6	Educational Planning	2	36 hrs
CC-7	Educational Administration and Management	2	36 hrs
OC	To be selected from the list of OCs	1	18 hrs
OC	To be selected from the list of OCs	1	18 hrs
	<b>Total Courses (9)</b>	<b>16</b>	<b>288 hrs</b>
OC-1	Higher Education: Issues and Perspectives	1	18 hrs
OC-2	Education and Skill Development	1	18 hrs
OC-3	International and Comparative Education	1	18 hrs
OC-4	Educational Management Information System	1	18 hrs
OC-5	Community Participation and Local Governance in Education	1	18 hrs
OC-6	Early Childhood Care and Education	1	18 hrs
OC-7	Equity and Multicultural Education	1	18 hrs
OC-8	Democracy, Human Rights and Education	1	18 hrs
OC-9	Education, Gender and Development	1	18 hrs
OC-10	Education, Literacy and Lifelong Learning	1	18 hrs
OC-11	Economics of Education	1	18 hrs
OC-12	Globalisation and Education	1	18 hrs
OC-13	Inclusion in Education of Persons with Disabilities	1	18 hrs
OC-14	Professional Development and Management of Teachers	1	18 hrs
OC-15	School Leadership	1	18 hrs



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

Seminar presentation and participation is not only considered as methodology for transacting the courses but also to provide a forum to research scholars for sharing and deliberating on diverse issues pertaining to education. M.Phil. scholars will be required to participate in the seminar presentations of the Ph.D. scholars and vice-versa.

#### *Part II: Dissertation*

After the successful completion of course work, the scholar is required to work for the Dissertation from the beginning of the second year which will lead to M. Phil. degree. He/she will also be required to make presentations on the research work at least twice before the final submission.

#### *Part II: Thesis*

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

## **Transacting Course Work**

All the courses will be transacted through lecture-cum-discussion, case analysis and seminar presentations. The course work would encourage the scholars to engage in reflective discussions, critical thinking, self-reading and supervised study. Scholars are also expected to complete the required reading assignments and come prepared with questions and comments to engage in seminar and discussions.

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

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

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

Scholars are expected to complete a six- week internship at the end of the second semester. Placements will be facilitated by NIEPA and will be taken up at pre-identified organizations, including both government and non-government organizations. An internship offers an experience of learning through work, an opportunity to apply skills as well as acquire



new ones. In order to ensure that the internship is meaningful to both student and host organization, scholars will be expected to decide upon a topic of study in consultation with the host organization within the first week and share this with their Guide. At the end of the period, a written report will be submitted both to the host organization for comments as well as to NIEPA. While two credits will be given for the report, two credits will be devoted for the practical learning (time spent by student on specified tasks to be certified by the host).

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

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

## 3. **Writing Workshop**

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

## 4. **Tutorials with Guides**

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

## **Evaluation of the Course Work**

The Course Work will be assessed through Continuous and Comprehensive Evaluation (CCE), which will be based on multiple sources, criteria and techniques of assessment. It would provide enough feedback and space for improvement. The inputs would be obtained from the faculty members about the aptitude, motivation and preparedness of each scholar for undertaking research.

The Scheme of Evaluation will involve assessment on the basis of Seminar Presentation, Term Paper and one Book Review evaluated through class / group presentation. All the three activities, namely book review, term paper and seminar, would carry a weightage of 10, 20 and 20 respectively. These processes will, together, have 50 per cent weightage. There shall be a written examination in each course that will carry 50 per cent weightage (modality to be decided by the Institute). The Institute follows the 10-point grading system as under:



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

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

**Note:**

1. Scholars will be awarded Letter Grade based on their performance. Range (%), as mentioned above, is only for the purposes of declaring equivalence after completion of the respective programme(s) and will be so mentioned at the back of the final grade sheet.
2. *While 'C<sup>+</sup>' will be the minimum qualifying grade in each course, the overall qualifying grade required for pursuing the next stage of the programme (dissertation/thesis work) will, however, be 'B<sup>-</sup>'.*
3. *Scholars securing less than 'B<sup>-</sup>' grade may be given an opportunity to improve their grades on both the components of the CCE. Such an opportunity for improvement of grades will, however, be extended only in four out of eight courses. The modus operandi for the same may, however, be decided by the course co-coordinators.*

It is mandatory for all the M. Phil., Ph. D. and part -time Ph. D. scholars to clear the course work. In case the M. Phil scholar is unable to clear the course work in the first year, he/she will be allowed to proceed for the dissertation work. However, clearing the course work is mandatory before the final submission of the Dissertation. The Ph. D. and part-time Ph.D scholars will also need to complete course work prior to their registration for Ph. D.

The Examination Committee, constituted for the purpose, will give the final recommendation

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

## M.Phil Programme

The M. Phil. Dissertation will be evaluated jointly by the internal supervisor and an external examiner. This will be followed by a viva-voce to be convened by the supervisor and conducted along with the external examiner. On successful completion of the viva-voce, the candidate will be recommended for the award of M. Phil. degree.

## Award of M. Phil. Degree

The M. Phil. Degree will be awarded on obtaining at least B<sup>-</sup> grade in the Course work and B grade on the 10-point scale in Dissertation.

## Approval of Ph.D. Proposal

This is applicable to Full-time and Part-time scholars registering for the Ph.D. Programme. Research preparation will be assessed through specific research seminars to be organized tentatively during July-August every year. The basic purpose of this exercise is to present the draft proposal for peer review and faculty observations. The final version of the proposal, duly approved by the supervisor, is to be submitted to the designated Committee. This will be a necessary condition for confirming the registration of the Ph.D. and part- time Ph.D scholars.

## Registration and Award of Ph.D. Degree

Once confirmed as a Full-time scholar for the Ph.D., he/ she will work for a minimum period of two years to be eligible to submit his/ her Ph.D. thesis. The minimum duration for eligibility to submit the Ph.D. thesis for the Part-time scholars is four years. He/she shall also be required to make two seminar presentations of the research work prior to submission of the thesis. The scholar shall submit, through his/her supervisor, three spiral bound copies of the thesis along with soft copy not later than four years (for full-time candidates) and not later than seven years (for part-time candidates) from the date of confirmation of registration for the Ph.D. programme. Besides, the candidate shall also submit three copies each of the abstract of the thesis in not more than 2500 words. The thesis will be sent to two outside examiners for evaluation. The examiners will be appointed from a panel of experts suggested by the supervisor. If both the outside examiners recommend that the thesis be accepted for award of the degree, the candidate would be asked to defend the thesis in viva-voce. On successful completion of the viva-voce, the candidate will be recommended for award of the Ph.D. degree.







# Core Courses





# CC-1: PERSPECTIVES ON EDUCATION

<b>Title</b>	:	<b>Perspectives on Education</b>
<b>Credits</b>	:	<b>2</b>
<b>Sessions</b>	:	<b>36</b>
<b>Credit Hours</b>	:	<b>36</b>

## INTRODUCTION

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

## LEARNING OBJECTIVES

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

## COURSE CONTENTS

### Unit I. Conceptualising 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.

Out of the four sessions earmarked for conceptual and theoretical aspects, the two sessions will be devoted at the beginning as Introduction, while the remaining two will be used as Synthesis at the end.



## Unit II. Perspectives on Education and Development (32 Sessions)

After the introductory sessions, the course would dwell upon the socio-cultural, economic, political and psychological perspectives on 'Education and Development'.

### Unit II a. Socio-cultural Perspective (8 Sessions)

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

- Sociological Imagination and Education
- Education, Social Stratification and Change: Theoretical Perspectives (Structural-functional, Conflict, Interactions, Liberal); - Paulo Freire, P. Bourdieu and Basil Bernstein
- Culture, Socialization and Education: Home and School Linkages and Dichotomies, School as Social Organisation
- Education and Social Inequality: Caste, Class, Tribe, Gender, Religion

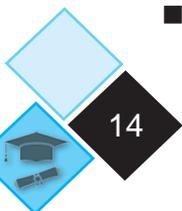
#### Essential Readings

- 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.
- Friere, Paulo (1972): *Pedagogy of the Oppressed*. Harmondworth: Penguin.
- Jayaram, N (2015): *Sociology of Education in India*, Rawat Publications, Jaipur
- Mills, C. Wright (1959): *The Sociological Imagination*, Oxford University Press: New York, Chapter 1.
- Nambissan, Geetha B. and S. Srinivasa Rao (2013): *Sociology of Education in India: Changing Contours and Contemporary Concerns*, Oxford University Press: New Delhi.
- Thapan, Meenakshi (2015): *Education and Society – Themes, Perspectives and Practices*, Oxford University Press, New Delhi.

### Unit II b. Economic Perspective (8 Sessions)

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

- Economic conceptualisation of education: Public good, merit good, basic need, human right;
- Education as investment: Human capital and job competition and labour market segmentation theories;
- Education and economic growth, inequality;



- Education, capability theory and human development; and
- Role of the state in making schooling provisions: Market failure and neo-liberal perspectives

### Essential Readings

- Alkire, Sabina (2010): *Human Development: Definitions, Critiques, and Related Concepts*. Background paper for the 2010 Human Development Report, OPHI Working Paper No. 36. Oxford: University of Oxford.
- Blaug, Mark (1972): *An Introduction to Economics of Education*. London: Penguin.
- Daviet, Barbara (2016): *Revisiting the Principle of Education as a Public Good*. UNESCO Working Papers 17, UNESCO, Paris. Available at: <http://unesdoc.unesco.org/images/0024/002453/245306E.pdf>
- Hall, Joshua C. (2006): "Positive Externalities and Government Involvement in Education." *Journal of Private Enterprises*, Vol. XXI (2).
- Escosura, Leandro Prados de la (2014): "Human Development as Positive Freedom: A World View Since 1870." The CAGE-Chatham House Series, No. 12, Chatham House, London.
- Psacharopoulos, George (1987): Overview Chapters in *Economics of Education: Research and Studies*. Pergamon.
- Saito, Makoka (2003): Amartya Sen's Capability Approach to Education, *Journal of Philosophy of Education*. 37 (1): 17-23.
- Schultz, T.W. (1961): Investment in Human Capital, *American Economic Review*.
- Tilak, Jandhyala B.G. (2006): Economics of Human Capital in India, *Indian Economic Journal* (89th IEA Annual Conference Volume): 3-20.

## Unit II c. Political Perspective (8 Sessions)

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

- **Understanding Political Perspective in Education through the Lens of Theory and Philosophy in Education:** The main focus will be on understanding the theoretical and philosophical nuances which inform the linkage between education, state and power structure. It will also attempt to comprehend as to how, and to what extent, education proves to be the building block of democracy and development.
- **Diversity, Democracy and Education:** Group Diversity and Democracy in Institutional Context of Education, State and Politics in Education, Identity Claims, Multi-cultural Education and Citizenship Building in a Diverse Society.
- **Rights Discourse in Education:** Rights Based Approach to Education; Educational Rights of Minorities and Disadvantaged Groups, Language Rights in Education, Equal Rights and Affirmative Action Policy in Education.



### Essential Readings

- Banks, James A. (ed.) (2009): *The Routledge International Companion to Multicultural Education*, Routledge: New York.
- Dewey, John (1996): *Democracy and Education: An Introduction to the Philosophy of Education* (1966 ed.), New York: Free Press
- Harber, Clive and Vusi Mncube (2012): *Education Democracy and Development: Does Education Contribute to Democratisation in Developing Countries?* Symposium Books: Oxford.
- Kumar, Krishna (2014): *Politics of Education in Colonial India*, Routledge: New Delhi.
- Priyam, Manisha (2015): *Contested Politics of Educational Reforms in India: Aligning Opportunities with Interests*. New Delhi: Oxford University Press.
- Stevenson, Nick (2011): *Education and Cultural Citizenship*, Sage Publications: Los Angeles.

## SUGGESTED READINGS

- Apple, Michael (2013): *Can Education Change Society*, Routledge: New York.
- Garratt, Dean and Piper Heather (2012): Citizenship education and philosophical enquiry: Putting thinking back into practice, *Education, Citizenship and Social Justice*, Vol. 7, No. 7.
- Jónsson Páll Ólafur (2012): Desert, Liberalism and Justice in Democratic Education, *Education, Citizenship and Social Justice* 7: 103.
- Kiwan, Dina (2009): Civil Society, Democracy and Education, *Education, Citizenship and Social Justice*, 4: 83.

### Unit II d. Psychological Perspective (8 Sessions)

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

- **Human Development and Learning:** The human development perspective will be deliberated upon by addressing the developmental constructs and principles in psychological theory and the larger socio-political realities in which children grow and develop. The changing perspectives of psychological theories of human development have moved gradually from a passive “receptive view” of the child to the “internalist” and then to the “constructor of knowledge”. Education

must have an approach to learning and development, intricately linking physical holistic development with mental and cognitive development. Attitudes, emotions and morals are, thus, an integral part of cognitive development and are linked to the development of language, mental representations, concepts and reasoning.

- **Comparative Understanding of Learning Theories:** Implication on Teaching and Learning: This section will focus on how theories about learning have changed over time. Theories of learning place learners in a particular position depending on the theory. The Constructivist line of thought, set up by Piaget and Vygotsky, argues that learning takes place in a social context with the responsibility of learning on the learners themselves and the teacher acting as a facilitator by providing learning scaffolds. The section intends to deliberate on theories of human learning from which various pedagogical practices have drawn conceptual support.
- **Culture, Local Knowledge, School Curriculum and Practices:** This section will deal with a holistic approach to understand education as a major embodiment of a culture as a way of life (Bruner, 1996), and linking local knowledge with school knowledge. Cultural relevance is the key to enabling the cognitive processing necessary for learning, and imperative for engaging and unleashing intellectual potential of students. Developing multicultural education process in the classroom instruction for achieving learning potential of diverse learners involves several approaches.

### Essential Readings

- Banks, James, A. (2016). *Cultural Diversity and Education: Foundations, Curriculum and Teaching*. 6th Edition, Routledge: New York.
- Brown, A. (1977): Transforming schools into communities of thinking and learning about serious matter. *American Psychologist*, 52, 399-413
- Bruner, J.C. (1997): *The Culture and Education*, Harvard University Press: London.
- Oslon, David, R. (2003): *Psychological Theory and Educational Reform: How School Remakes Mind and Society*. Cambridge University Press: Cambridge.
- Schunk, Dale, H. (2011): *Learning Theories: An Educational Perspective*. Dorling Kindsley (India): Delhi.

## COURSE TRANSACTION AND EVALUATION MODALITIES

The course on 'Perspectives on Education' 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.



## SUGGESTED READINGS

### Books

#### Socio-cultural Perspective

- Apple, Michael W, Stephen J. Ball and L. A. Gandin (eds.) (2010): *The Routledge International Handbook of the Sociology of Education*, Routledge: London.
- Ball, Stephen (2004): *The Routledge Falmer Reader in the Sociology of Education*, Routledge Falmer: London and New York.
- Berger, P. and T. Luckman (1966): *The Social Construction of Reality*, Anchor Books: New York.
- Bourdieu, P. and J. Passeron (1990): *Reproduction in Education, Society and Culture*, Sage: London.
- Gore, M. S., I.P. Desai, and Suma Chitnis (1968): *Papers in the Sociology of Education in India*, NCERT: New Delhi.
- Hargreaves, D.: 'A Sociological Critique of Individualism in Education', *British Journal of Educational Studies*, Vol. 28 (3): 178-198.
- Illich, Ivan (1971): *Deschooling Society*, Penguin: Harmondsworth.
- Kamat, A. R. (1985): *Education and Social Change*, Popular Prakashan: Mumbai.
- Kumar, Krishna (1980): *Social Character of Learning*. Hyderabad: Orient Longman.
- Pathak, Avijit (2002): *Social Implication of Schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers: Delhi.
- Reid, Ivan (1978): *Sociological Perspective on School and Education*, Open Books: London.
- Shukla, Suresh C (ed.) (1985): *Sociological Perspectives in Education: A Reader*. Chanakya: Delhi.
- Thapan, Meenakshi (2006): *Life at School: An Ethnographic Study*, Oxford University Press: New Delhi.

#### Economic Perspective

- Becker, Gary S (1964): *Human Capital*. NBER: New York.
- Belfield, Clive (2000): *Economic Principles for Education*. Edward Elgar.
- Chattopadhyay, Saumen (2012): *Education and Economics*. Oxford.
- Cohn, Elchanan and T. Geske (1990): *Economics of Education*. Pergamon.
- Education Commission (1966): *Education for Development: Report of the Education Commission 1964-66*, National Council of Educational Research and Training (NCERT) [Reprint 1971]: New Delhi.
- Majumdar, Tapas: *Investment in Education and Social Choice*. Cambridge,
- McMahan, Walter (1999): *Education and Development*. Oxford.
- Psachropoulos, George and Maureen Woodhall (1985): *Education for Development*. Oxford.
- Rao, V.K.R.V. (1970): *Education and Human Resource Development*. Allied: Bombay.

- Schultz, T.W.: *Economic Value of Education*, Columbia University Press: New York.
- Tilak, Jandhyala B.G. (1992): *Education for Development in Asia*. Sage.
- West, E.G. (1964): *Education and the State*. Institute of Economic Affairs: London.

### Political Perspective

- Apple, Michael (2013): *Can Education Change Society*, Routledge: New York.
- De Souza, Ronald Peter (2012): Through the Lens of a Constitutional Republic: The Case of the Controversial Textbook, *Economic & Political Weekly*, Vol. XLVII, No.22.
- Garratt, Dean and Piper Heather (2012): Citizenship education and philosophical enquiry: Putting thinking back into practice, *Education, Citizenship and Social Justice*, Vol. 7, No. 7.
- Farooqui, Farah (2012): 'Encounters' and the Telling Silence of Children, *Economic & Political Weekly*, Vol. XLVII, No. 20.
- JónssonPállÓlafur (2012): Desert, Liberalism and Justice in Democratic Education, *Education, Citizenship and Social Justice* 7: 103.
- Kiwan, Dina (2009): Civil Society, Democracy and Education, *Education, Citizenship and Social Justice*, 4: 83.
- Kumar, Krishna (2012): Quality Constraints in Education Fallout of the Cartoon Controversy, *Economic & Political Weekly*, Vol. XLVII, No. 12.
- Nieto, Sonia (2010): *Language Culture and Teaching*, Routledge: London.
- Rawls, John (1971): *A Theory of Justice*, Harvard University Press: Cambridge.
- Rodrigues, Valerian (2012): Politics and Pedagogy: The NCERT Texts and Cartoons, *Economic & Political Weekly*, Vol. XLVII, No. 22,
- Tomasevski, K. (2001): *Governmental Human Rights Obligation in Education*. Right to Education Paper No. 3. Lund: Raul Wallenburg Institute of Human Rights and Humanitarian Law. Psychological Perspective.

### Psychological Perspective

- Cole, M. (1995): Culture and Cognitive Development: from cross-cultural research to creating systems of cultural mediation, *Culture and Psychology*, 1, 25-54.
- Lave, J. and E.Wenger (1991): *Situated learning: legitimate peripheral learning*, Cambridge University Press: New York.
- Klein, Stephen. B. (2009): *Learning: Principles and Applications*. Sage: USA.
- Mishra, G and A.K.Mohanty (2002): *Perspectives on Indigenous Learning*, Concept: New Delhi
- Vygotsky, L. S. (1978): *Mind and Society: Development of Higher Psychological Processes*, Harvard University Press: Cambridge.



## CC-2: EDUCATION IN INDIA

<b>Course Title</b>	<b>: Education in India</b>
<b>Credits</b>	<b>: 2</b>
<b>Sessions</b>	<b>: 36</b>
<b>Credit Hours</b>	<b>: 36</b>

### INTRODUCTION

Education in India has evolved over the decades, witnessing significant changes in the conceptual, philosophical, economic, social and political conditions of the country. In this journey of continuity and change, different systems of education and institutions of learning have been established. This course intends to develop an in-depth and systematic understanding of the contemporary education in India, while exploring the issues and challenges of the system. The course provides a glimpse of various stages of development of education - from the diverse perspectives of local, national and international realities - in India. Further, the course makes an attempt to juxtapose India's educational development with comparable countries.

### LEARNING OBJECTIVES

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

- Develop an in-depth understanding about the development of education in India, and exploring in detail the change and continuity in the contemporary Indian education system;
- Deliberate on the issues and challenges of education sector to contemporary paradigms of educational development;
- Develop a deeper understanding of the implication of international commitments and impact of global forces on Indian education from comparative perspective.

## COURSE CONTENTS

### Unit I: 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-modernisation period.
- Critical analysis of recommendations of strategic commissions and committees for different levels of education.
- Comparative perspective on educational ideas and philosophy of important Indian thinkers and its implications on contemporary education.

#### Essential Readings

- Bhattacharya, S. (ed.) (1998). *The Contested Terrain: Perspectives on Education*. Orient Longman: Hyderabad.
- Government of India. (1966). *Education and National Development. Report on the Education Commission (1964-66)*. Government of India: New Delhi.
- Kingdon, G. G. (2007). *The Progress of School Education in India*. *Oxford Review of Economic Policy*, 23(2), 168-195.
- Krishnaratne, S., White, H., and Carpenter, E. (2013). *Quality Education for All Children? What Works in Education in Developing Countries*. 3rd Working Paper. Global Development Network: India.
- Mathew, A. (2016). *Commissions and Committees on Higher Education in India: Perspectives, Strategies and Recommendations on Major Issues* in N.V. Varghese and Garima Malik (Eds): *India Higher Education Report*, New Delhi & London: Routledge, 41-62.
- 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) (2000). *National Curriculum Framework 2000*. National Council of Educational Research and Training: New Delhi.
- NCERT (National Council of Educational Research and Training). (2005). *National Curriculum Framework 2005*. National Council of Educational Research and Training: New Delhi.



## Unit II: Indian Education System in the Contemporary Context (10 Sessions)

This Unit would explore on the governance of education sector in the context of federal system with specific reference to system, structure, policies and practices. It further explores the Constitutional and legal provisions. The Unit also deliberates on the National System of Education, core elements of National Policies and Programmes, National Curriculum Frameworks and major national schemes at all levels of education.

- Constitutional and legal provisions of education.
- National System of Education, National Policies on Education, and National Curriculum Frameworks.
- Different stages of educational, structural and institutional arrangements.
- National schemes at all levels of education (School Education, Higher Education and Teacher Education).

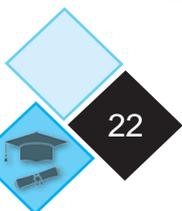
### Essential Readings

- Agarwal, Pawan. (2009). Indian Higher Education. Sage Publication: New Delhi.
- Government of India (1986). National Policy on Education. Ministry of Human Resource Development, Government of India: New Delhi.
- Government of India (1992). Programme of Action. Ministry of Human Resource Development, Government of India: New Delhi.
- Govinda, R. (ed.). (2002). India Education Report: A Profile of Basic Education. Oxford University Press: New Delhi.
- Kapur, D., & Mehta B. P. (2017). Navigating the Labyrinth: Perspectives in India's Higher Education. Orient Black Swan: Delhi.
- Kumar, Krishna. (1987). Political Agenda of Education. Sage: New Delhi.
- Pranati, Panda. (2016). School Education and Accountability in India: Mapping Current Policies and Practices in Jacob Easley II and Pierre Tulowitzki (Eds): Educational Accountability: International Perspectives on Challenges and Possibilities for School Leadership. Routledge: New York.
- Varghese, N. V., Sabharwal, N. S., & Malish, C. M. (Eds.). (2017). India Higher Education Report 2016: Equity. SAGE Publishing India.

## Unit III: Quality of Indian Education System: Issues and Challenges (10 Sessions)

The Unit would analyse the changing education scenario from universalisation to massification of education at different levels, linking it to the macro forces such as globalisation, marketisation, privatisation and changing policy perspectives. Analysis of the policies central to Indian education system such as quality, equity and disparity will be the central core.

- Quantity, Quality and Education Outcomes
- Equity and Regional Disparity



- Teacher Management and Development
- Impact of Globalisation, Marketisation and Privatisation on Indian Education Sector.

### Essential Readings

- Jain Charu, Prasad Narayan (2018). Quality of Secondary Education in India: Concepts, Indicators, and Measurement. Springer: Singapore.
- Naik, J.P. (1975). Equality, Quality and Quantity: The Elusive Triangle in Indian Education. Allied Publishers: Bombay.
- Prakash, Ved and Biswal, K. (2008). Perspectives on Education and Development, NUEPA: New Delhi.
- Sen, Amartya (1999). Development as Freedom. Clarendon Press: Oxford, Allied Publishers: Bombay.

## Unit IV: Educational Development of India in the Global Context (8 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
- Internationalisation 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, Privatisation 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 methodology of course transaction includes lecture-cum-discussion, group work, critical reflection through documents and policy analysis and seminar presentations. Evaluation of the course will be done through assessing the performance of students in group engagement, term



paper, seminar presentation and term-end examination. Internal assignments will have a weightage of 50 per cent while rest 50 per cent weightage will be given to the term-end examination

## SUGGESTED READINGS

- Abbot, I., Rathbone, M., & Whitehead, P. (2013). Education Policy. Sage Publications: London.
- Bjarnason, S., Cheng, K. M., Fielden, J., Lemaitre, M. J., Levy, D., & Varghese, N. V. (2009). A new dynamic: Private higher education. Paris: Unesco.
- Dharampal (Ed.) (1983). The Beautiful Tree. The Other India Press: Mapusa.
- Dibona, J. (Ed.) (1983). One Teacher: One School. South Asia Books: New Delhi.
- Gandhi, M. K. (1962). The Problem of Education. Navajivan Publishing House: Ahmedabad.
- Ghosh, S. C. (1987). Education Policy in India since Warren Hastings. Nav Prakashan: Calcutta.
- Ghosh, S. C. (1997). History of Education in Modern India. Orient Longman: New Delhi.
- Hill, S. and T. Chalaux (2011), “Improving Access and Quality in the Indian Education System”, OECD Economics Department Working Papers, No. 885, OECD Publishing, Paris. <http://dx.doi.org/10.1787/5kg83k687ng7-en>.
- India Policy Brief (2014) “Improving the Quality of Education & Skill Development”. OECD Report..
- Jandhyala B G Tilak 2014 Growth and Regional Inequality in Literacy in India in Mathew, A. and Jandhyala B. G. Tilak (Eds): Literacy and Adult Education: Select Readings, New Delhi: Shipra Publications/NUEPA.
- Joseph, K. Hart (2016). Democracy in Education: A Social Interpretation of the History of Education. Cosmos Publication: New Delhi.
- Nawani, Disha (2016) School Education Policy Strengths and Concerns in EPW Vol. 51, Issue Nos. 35, 27.
- Pilz, M. (Ed.) (2016). India: Preparation for the World of Work: Education System and School to Work Transition. Springer.
- Ranganathan, S. (2007). Educational Reform and Planning Challenge. Kanishka Publishers.
- Varghese, N. V., & Malik, G. (Eds.). (2015). India Higher Education Report 2015. Routledge.
- Varghese, N. V., & Martin, M. (2014). Governance reforms in higher education: A study of institutional autonomy in Asian countries.



# CC-3: RESEARCH METHODOLOGY-I

<b>Course Title</b>	: <b>Research Methodology - I</b>
<b>Credits</b>	: <b>2</b>
<b>Sessions</b>	: <b>36</b>
<b>Credit Hours</b>	: <b>36</b>

## 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 'Basics of 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 and design involved both in fundamental and applied research. The course also aims at introducing the research scholars to the purpose and scope of various types of educational research proposals.

## LEARNING OBJECTIVES

- To develop the basic understanding of the research paradigms, processes and designs involved 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 of Scientific Thought (4 Sessions)

This Unit introduces the major development in the history of scientific thought and perspectives. The development of the scientific thought has directly shaped the disciplinary & methodological discourse in the social sciences. The introduction to the Unit will help scholars correlate methods, techniques and methodology in social science research logically.

- a) Rationalism; b) Empiricism; c) Positivism; d) Anti-positivism; and e) Critical research



## Unit II: Research Typology and Designs (9 Sessions)

In social sciences, research studies take various manifestations depending upon the nature of the research questions. It also has implication for the research design to be adopted by the researcher. This Unit intends to engage scholars to the understanding of various research types and design mostly adopted in the study of educational research.

**Types:** a) Descriptive research; b) Explanatory research; and c) Interpretative research

**Research design:** a) Experimental studies; b) Survey research – cross-sectional and longitudinal; c) Case study research; d) Focus group research studies; e) Action research; f) Ethnographic studies; and g) Secondary data-based studies

## Unit III: Quantitative Research (8 Sessions)

This Unit introduces scales of measurement and basic descriptive statistics that are fundamental to explore data. Students would be equipped with correlation technique to explore relationships in social phenomenon. How the concept of sampling is critical in undertaking research in social science, in general, and education, in particular, would be discussed. The Unit covers the following:

- Meaning, nature and processes of quantitative research
- Operationalisation and measurement in quantitative research
  - a) Scales – nominal, ordinal, ratio and Linkert scale
  - b) Descriptive statistics – mean, median, mode, standard deviation, Coefficient of Variation and Correlation
  - c) Principles of sampling

## Unit IV: Qualitative Research (8 Sessions)

This Unit intends to acquaint scholars with the meaning and processes of qualitative research. The major interpretative paradigms have conditioned the qualitative research tradition over the period of time, and, subsequently, discovered new meanings. The objective of the Unit is also to help scholars gain insights and demands that qualitative research traditions seeks from the researcher:

- Meaning, nature and processes of qualitative research
- Interpretative paradigm
- Choosing a research problem and design
- Inter-subjectivity and cultural standpoint
- Insider versus outsider issues in fieldwork
- Qualitative studies in educational research in India
- Challenges in conducting a qualitative research
- Mixed methods

## Unit V: Steps in Research (7 Sessions)

This Unit intends to help scholars adopt formal and academic way of developing and designing a research proposal. The Unit will introduce scholars to the qualitative as well as quantitative designs of the research proposal.

- How to design and conduct a quantitative research study? (2 sessions)
- How to design and carry out a qualitative study? (2 sessions)
- Preparing an M.Phil./Ph.D. research proposal (2 sessions)

## COURSE TRANSACTION AND EVALUATION MODALITIES

The methodology of curricular transaction would include lecture-discussion and practical exercise/ group work, group discussions and seminar presentations. The Course evaluation will be done on the performance in the group work; book reviews, term paper, seminar presentations and term-end written examination. The weightage given to the internal assignments and the term-end examination would be 50 per cent each.

## SUGGESTED READINGS

- Alan Agresti, Barbara Finlay (2018). *Statistical methods for the social sciences*, Pearson
- Denzin, N.K and Y.S. Lincoln (Eds.) (1994): *Handbook of Qualitative Research*, Thousands Oaks, Sage: CA.
- Gorard, Stephen. (2001). *Quantitative Methods in Educational Research: The Role of Numbers Made Easy*. Continuum: London.
- Leavy, Patricia. (2014). *The Oxford Handbook of Qualitative Research (Ed.)*, New York: Oxford University Press.
- Nagar A.L. and R. K. Das (1997). *Basic Statistics*, Oxford, Delhi
- Pelto, Pertti J. (2017). *Mixed Methods in Ethnographic Research: Historical Perspectives*. New York: Routledge.
- Srivastava, Vinay Kumar. (2005). *Methodology and Fieldwork (Ed.)*. New Delhi: Oxford University Press.
- Thapan, Meenakshi. (2006). *Life at School: An ethnographic study*. New Delhi: Oxford University Press.



## CC-4: EDUCATIONAL POLICY

<b>Title</b>	<b>:</b>	<b>Educational Policy</b>
<b>Credits</b>	<b>:</b>	<b>2</b>
<b>Sessions</b>	<b>:</b>	<b>36</b>
<b>Credit Hours</b>	<b>:</b>	<b>36</b>

### 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 1

#### 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 in favour 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 in favour 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 per cent 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-5: RESEARCH METHODOLOGY-II

## A. Quantitative Research

<b>Title</b>	<b>: Research Methodology-II</b>
<b>Credits</b>	<b>: 2</b>
<b>Sessions</b>	<b>: 36</b>
<b>Credit Hours</b>	<b>: 36</b>

## INTRODUCTION

Two streams are offered - one on qualitative methods in educational research and, the other, quantitative methods or advanced statistical techniques in educational research under this Research Methodology course. This stream is on quantitative methods in educational research.

The stream is designed to introduce advanced statistical methods that are commonly used in social and educational research. Both theoretical aspects and statistical techniques will be explored. The topics covered include theoretical basis for inferential statistics, regression models and methods of estimation and prediction, non-linear regression models particularly logit, probit will be covered. Hierarchical linear modelling best suited to research education is also included. The Randomised Controlled Trials (RCTs), the latest fad in research and impact evaluation in social science, in general, and education, in particular, are being covered.

## LEARNING OBJECTIVES

On completing this course, scholars are expected to:

- be competent in popular probability distributions and the calculations involved;
- be familiar with the theories of statistical inferences, and apply the appropriate models in hypothesis testing;
- determine appropriate statistical test to apply; and
- be able to understand and review the literature on education that uses advanced statistical techniques such as logistic regression, hierarchical analysis, RCT.

# COURSE CONTENT

## Unit I: Inferential Statistics (14 Sessions)

- Probability and Sampling Distributions
- Binomial, Poisson, Normal, Standard Normal Distribution
- Hypothesis Testing – Large and Small Samples
- Basic concepts of null hypothesis, confidence intervals, types of error
- Parametric and non- parametric techniques (t-test, z-test, Chi Square, ANNOVA and Latin Square Design)

### 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.
- Nagar, A.L. and R. K. Das (1997). *Basic Statistics*, Oxford, Delhi.
- Paul Vogt, W. and R. Burke Johnson (2009). *Dictionary of Statistics & Methodology: A Non-technical Guide for the Social Sciences*, Sage.

## Unit II: Simple and Multiple Regression (10 Sessions)

- Introduction to Regression and Predictability
- Different types of regression (single and multi-equation, linear and non-linear and static and dynamic)
- Ordinary least square method, maximum likelihood method (ML), instrumental variable approach
- Serial correlation (auto-correlation), heteroscedasticity,

### 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.
- Nagar, A.L. and R. K. Das (1997) *Basic Statistics*, Oxford, Delhi.
- Paul Vogt,W and R. Burke Johnson (2009). *Dictionary of Statistics & Methodology: A Nontechnical Guide for the Social Sciences*, Sage..



### Unit III: Logistic Regression - Logit, Probit (6 Sessions)

Logit and Probit models are more appropriate when dependent variables take two values only. These models are very apt for analysing enrolment decisions in education sector. This section provides basic introduction to logistics regression methods.

#### Essential Readings

- David, G. K., K. Mitchel (2010). *Logistic Regression: A Self-Learning Text*, Springer.
- Hilbe, J. M. (2009). *Logistic Regression Models*, Chapman & Hall.
- 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.

### Unit IV: Hierarchical Linear Modelling (4 Sessions)

Hierarchical linear modelling (HLM) is an ordinary least square (OLS) regression-based analysis that takes the hierarchical structure of the data into account. Hierarchically structured data is nested data where groups of units are clustered together in an organised fashion such as students within classrooms within schools. HLM has multiple uses in education sector and scholars are given exposure to it.

#### Essential Readings

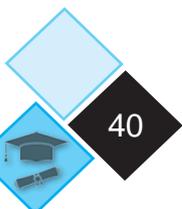
- Raudenbush, S. and A. S. Bryk (1986). 'A Hierarchical Model for Studying School Effects' in *Sociology of Education*, 59(1), pp. 1-17.
- Williams, I. Douglas (1998).. 'Basic Concepts in Hierarchical Linear Modeling with Application for Policy Analysis' in *Handbook of Educational Policy* by Gregory J. Cizek (Ed.) Academic Press, New York.
- Woltman H., et al (2012). 'An introduction to hierarchical linear modeling' in *Tutorials in Quantitative Methods for Psychology*, Vol. 8(1), p. 52-69.

### Unit V: Randomised Controlled Trials (2 Sessions)

Randomised controlled trials have been frequently used in impact evaluation, policy design and to draw conclusion on what works particularly in social sectors, including education. The theory of RCT and strengths and pitfall in using RCT to inform policy making are discussed in this section.

#### Essential Readings

- Deaton, A., and N. Cartwright (2017). Understanding and misunderstanding randomized controlled trials, *Social Science & Medicine*, <https://doi.org/10.1016/j.socscimed.2017.12.005>.
- Hutchison, D. and Styles, B. (2010). *A Guide to Running Randomized Trials for Educational Researchers*: Slough, NFER.
- Paul Connolly, A. Biggart, S. Miller, L. O'Hare, A. Thurston (2017). *Using Randomised Controlled Trials in Education*, Sage.



## COURSE TRANSACTION AND EVALUATION MODALITIES

The methodology of curricular transaction would include lecture-discussion and practical exercise/group work, group discussions and seminar presentations. The course evaluation will be based on completing given assignments on data analysis, writing a critical review of how a technique is used in recently published article and term-end written examination. The weightage given to internal assignments and term-end written examination will be 50 per cent each.

## SUGGESTED READINGS

- David, G. K., K. Mitchel (2010). *Logistic Regression: A Self-Learning Text*, Springer.
- Fives. A., et al (2013). The Role of Random Allocation in Randomized Controlled Trials: Distinguishing Selection Bias from Baseline Imbalance, *Journal of Multi Disciplinary Evaluation*, 9(20), 33-42.
- Hilbe, J. M. (2009). *Logistic Regression Models*, Chapman & Hall.
- Keevis, J. (1988). *Educational Research Methodology, An International Handbook*, Pergamon: Oxford.
- Kingdon Geetha (2006). 'A Brief Review of Empirical Research Methods in Education', *Contemporary Education Dialogue*, Vol. 3, No. 2, pp. 155-174.
- Lars Bondemark and Sabine Ruf (2015). Randomized controlled trial: the gold standard or an unobtainable fallacy? *European Journal of Orthodontics*, Volume 37, Issue 5, 1 October 2015, Pages 457-461.
- Levin, J. (2011). *Elementary statistics in social research: The essentials*, Boston: Allyn & Bacon.
- Muralidharan, K. (2017). *Field Experiments in Education in Developing Countries*, Forthcoming
- Neville Postlethwaite, T. (2005). *Educational Research: Some basic concepts and terminology*, Quantitative Research Methods in Educational Planning, Module I. IIEP; Paris.
- Nick Cowen, Baljinder Virk, Stella Mascarenhas-Keyes & Nancy Cartwright (2017). Randomized Controlled Trials: How Can We Know "What Works"?, *Critical Review*, 29:3, 265-292.
- Spillane J.P. (2010). Mixing methods in randomized controlled trials (RCTs): Validation, contextualization, triangulation, and control, *Educational Assessment, Evaluation and Accountability*, 22:5-28.
- Stiefel, Leanna; Amy Ellen Schwartz and Ross H. Rubenstein (1999). Measuring School Efficiency Using School-Level Data: Theory and Practice' {Chapter 3 in *School Based Financing* by M. E. Goertz and A Obden (Ed.) California, Corwin}.
- White, H., Sabarwal S. & T. de Hoop, (2014). *Randomized Controlled Trials (RCTs), Methodological Briefs: Impact Evaluation 7*, UNICEF Office of Research, Florence.



# CC-5: RESEARCH METHODOLOGY-II

## B. Qualitative Research

<b>Title</b>	<b>:</b>	<b>Research Methodology-II</b>
<b>Credits</b>	<b>:</b>	<b>2</b>
<b>Sessions</b>	<b>:</b>	<b>36</b>
<b>Credit Hours</b>	<b>:</b>	<b>36</b>

## 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 scholars will get to know about the underlying philosophy assumptions of qualitative approaches and various data analytic traditions within qualitative stream of educational research.

## LEARNING OBJECTIVES

The main objectives of this course are:

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

## COURSE CONTENTS

### 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 talk about various supplementary versions of major paradigms:

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

### Unit II: Methods of Data Collection (8 Sessions)

This Unit introduces various methods of data collection in qualitative research. All the mentioned methods are invariably known for their in-depthness as well as engaging with real human experiences. A qualitative research design could involve more than one research method to increase the validity and reliability of the research.

- Observation Method
- Interview Method
- Focus Group Discussion (FGD)
- Auto-ethnography
- Visual Methods
- Comparative Method
- Archival Methods

### Unit III: Research Strategies, Design and Approaches in Educational Research (10 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, the methodological practices. This Unit will discuss some of the important research strategies used in qualitative tradition, having its own complex history, contribution and limitation.

- Biography and Life History
- Narrative Inquiry as a method and design



- Phenomenological Design and Phenomenography
- Ethnographic Design
- Case Study Design
- Discourse Analysis
- Participatory Action Research
- Evaluative Research

### Unit IV: Data Analysis, Interpretation and Reporting (13 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 scholar has to keep ready at least 5 interviews as a ready data for hands into 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

## 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 learners' performance on book review or term paper, presentations, term-end written examination and scholars' attendance in the class. Weightage given to internal assignments and term-end written examination will be 50 per cent each.

## SUGGESTED READINGS

- Angrosino, Michael. (2007). *Doing Ethnographic and Observational Research*. LA: Sage.
- Bauer, M.W. and Gaskell, G. (2000). *Qualitative Researching with Text, Image and Sound*, London: Sage.
- Bernard, H. Russel (2010). *Analyzing Qualitative Data: Systematic Approaches*. LA: Sage.
- Bernard, R. H. (1998). *Handbook of Methods in Cultural Anthropology (ed.)*. London: Altmira Press.
- Bhattacharya, Kakali. (2017). *Fundamentals of Qualitative Research: Practical Guide*, Taylor and Francis.
- Brinkmann, Svend. (2018). *Philosophies of Qualitative Research: Understanding Qualitative Research*. New York: Oxford University Press.
- Clifford, J. and G. Marcus. (1986). *Writing culture: The poetics and politics of ethnography (eds)*. Berkeley: University of California Press.
- Creswell, J.W. (2013). *Qualitative inquiry and research design: choosing among five approaches* (3rd ed., pp. 111-128). Los Angeles, CA: Sage.
- Denzin, N. (1978). *The Research Act: A Theoretical Introduction to Sociological Methods*. London: McGraw Hills.
- Denzin, N.K and Lincoln, Y.S. (1994). *Handbook of Qualitative Research (eds)*. CA: Sage.
- Denzin, Norman K. and Lincoln, Yvonnas S. (2013). *Strategies of Qualitative Inquiry (4th edition, (eds)*. New Delhi: Sage.
- Forster, Colin and Eperjesi, Rachel. (2017). *Action Research for New Teachers: Evidence-Based Evaluation of Practice*. London: Sage Publications Ltd.
- Geertz, C. (1973). *The Interpretations of Cultures: Selected Essays*. Basic: New York.
- Glaser, B, and Strauss, A. (1999). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. New York: Aldine de Gruyter.
- Jorgensen, D. (1989). *Participant Observation: A Methodology for Human Studies*. NY: Sage Publications.
- Miles, M. B., Huberman, A. M., and Saldana, J. (2014). *Qualitative Data Analysis (Third Edition)*. NY: Sage.
- Pelto, Pertti J. (2017). *Mixed Methods in Ethnographic Research: Historical Perspectives*. New York: Routledge.
- Seidman, I. (2013). *Interviewing as Qualitative Research, Teachers College Press*. Columbia University, New York.
- Srivastava, Vinay Kumar. (2005). *Methodology and Fieldwork (Ed.)*. New Delhi: Oxford University Press.
- Taylor, Stephanie (2013). *What is discourse analysis?* New Delhi: Bloombury.
- Tight, Malcolm. (2017). *Understanding Case Study Research: Small-Scale Research with Meaning*. London: Sage.
- 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.



## CC-6: EDUCATIONAL PLANNING

<b>Title</b>	<b>:</b>	<b>Educational Planning</b>
<b>Credits</b>	<b>:</b>	<b>2</b>
<b>Sessions</b>	<b>:</b>	<b>36</b>
<b>Credit Hours</b>	<b>:</b>	<b>36</b>

### INTRODUCTION

It is now a politically accepted fact that education delivers; it delivers both economic and non-economic gains. Consequently, given the strong nexus with national development; education, over the years, has earned a critical position in the overall 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.

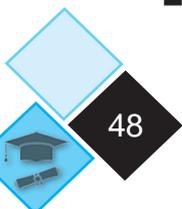
### Essential Readings

- 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-centreForInternationalDevelopmentAndTraining.pdf](http://www.hedon.info/docs/logical_framework-centreForInternationalDevelopmentAndTraining.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, 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:81-7446-498-0
- 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 (SWAp)s: 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.
- Kaliranjana, Kaliappa and Otsuka Keiji (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](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](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](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](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](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.



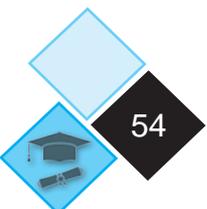
# CC-7: EDUCATIONAL ADMINISTRATION AND MANAGEMENT

<b>Title</b>	<b>:</b>	<b>Educational Administration and Management</b>
<b>Credits</b>	<b>:</b>	<b>2</b>
<b>Sessions</b>	<b>:</b>	<b>36</b>
<b>Credit Hours</b>	<b>:</b>	<b>36</b>

## INTRODUCTION

Educational administration and management is a crucial component of understanding the entire gamut of the education system. It has emerged as an important area of study and research. Over the years, its interface with the generic theory of administration and management as well as with the principles and practices of managing the education system has contributed towards the development of distinctive concept, theory and approaches of educational administration and management. Recent advances in administrative theory and management principles have added new dimensions to educational administration and management with added emphasis on 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 Whitney (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 für Erziehungswissenschaft / 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.

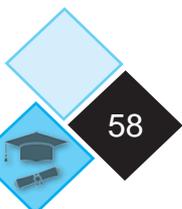
### Essential Readings

- 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 Black Swan, 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](http://www.create-rpc.org/pdf_documents/PTA35.pdf)
- Mukundan, Mullikottu-Veetil and Mark Bray (2004). 'The Decentralisation of Education in Kerala State, India: Rhetoric and Reality' *International Review of Education*, Vol. 50: 223–243.
- Nishimura, Mikiko (2017). 'Community Participation in School Management in
- Developing Countries', *Oxford Research Encyclopedia of Education* (Online Publication Date: Mar 2017 DOI: 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 Labyrinth: 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 Labyrinth: 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, etc.

### 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.

## COURSE TRANSACTION AND EVALUATION MODALITIES

The course will be transacted through lectures, discussions and seminar presentations. The scholars will be encouraged to read and reflect on various dimensions of educational administration and governance. Relevant articles and cases will be discussed and analysed. Use of audio-video materials and discussion on cases relating to governance and participation would form integral part of the course transaction

Assessment and evaluation in the course will be made on the basis of scholars' performance in different components of course transaction which will include book review, seminar paper presentation, term paper and term-end examination. Distribution of weightage of these components of assessment and evaluation will be as follows:

Activities	Weightage (per cent)
Book review:	10
Seminar paper presentation:	20
Term paper:	20
Term-end examination:	50

## SUGGESTED READINGS

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



- Mukundan, Mullikottu-Veetil and Mark Bray (2004). 'The Decentralisation of Education in Kerala State, India: Rhetoric and Reality', *International Review of Education*, Vol. 50: 223–243.
- Mundy, Karen (2007). *Global Governance, Educational Change, Comparative Education*, Vol. 43(3) Special Issue (34): *Global Governance, Social Policy and Multilateral Education*, pp. 339-357.
- Ramchandran, Padma and R. Vasantha (2005). *Education in India*, National Book Trust: New Delhi.
- Rebores, 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.





# OPTIONAL COURSES





# OC-1: HIGHER EDUCATION: ISSUES AND PERSPECTIVES

<b>Title</b>	<b>:</b>	<b>Higher Education: Issues and Perspectives</b>
<b>Credits</b>	<b>:</b>	<b>2</b>
<b>Sessions</b>	<b>:</b>	<b>18</b>
<b>Credit Hours</b>	<b>:</b>	<b>18</b>

## INTRODUCTION

This course aims at introducing to the scholars basic concepts, ideas and features of higher education from an inter-disciplinary social science perspective. The course will develop the basic understanding of scholars in Indian Higher education. The development of university system in India is modelled upon universities that evolved in western countries. Therefore, the understanding of evolution of universities in western countries and its modern variant acquires importance. The course will have its basic contents relating to access, equity, governance, financing, policy, regulations, quality, and accreditation relating to higher education. The scholars will be exposed to contemporary debates and discourses in the sector, drawing examples from both national and international contexts. Furthermore, they will be engaged in envisioning exercises and identifying major issues and challenges such as privatisation, semester and credit design, curriculum, pedagogy and transaction, evaluation, leadership, academic freedom, research and capacity building for reforming higher education in the country. This course intends to develop scholars with nuanced understanding of the subject furthered by critical reflection and reasoning so that the sector improves significantly and makes India a global leader with a competitive edge.

## LEARNING OBJECTIVES

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



## COURSE CONTENTS

### Unit I. Understanding Higher Education (10 Sessions)

This Unit provides a broad understanding of higher education system in the background of history and origin of university system in India and western countries. . The tremendous increase in the international links in higher education, through mobility and research, make the system even more complex and dynamic. The consequence is a global dimension that is strongly associated with the intensification of international networks in which institutions and researchers explore, create and share knowledge. Higher education plays a pivotal role in the national development; therefore, it has to reshape its priorities, and transform its planning and architecture in order to fulfil its responsibilities as sustainable entities.

- Historicity of higher education: concept, meaning, definition and functions (Newman and Humboldt etc.).
- Indian universities vs universities around the world (globalisation and internationalisation).
- Planning, governance structure and types of higher Education.
- Curriculum, teaching, transaction, publication and evaluation.
- Research and capacity development in higher education.

#### Essential Readings

- Altbach, Philip G. (1998). *Comparative Higher Education: Knowledge, the University, and Development*. Westport: Ablex Publishing Corporation.
- Béteille, André (2010). *Universities at the Crossroads*. New Delhi: Oxford University Press.
- Ker, I. T. (Ed.) (1976). *The Idea of a University* by John Henry Newman. London: Oxford Clarendon Press.
- Malcolm, Tigh (1988). *Academic Freedom and Responsibility*. Philadelphia: Open University Press.
- Ralph, G. Lewis and Douglas H. Smith (1994). *Total Quality in Higher Education*. Florida: St. Lucie Press.

### Unit II. Higher Education in Indian Context (08 Sessions)

The higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest systems of its kind in the world. However, the system, presently, has many issues of concern like financing and management, including access, equity and quality. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge society of the 21st century.

- Development of higher education in India (pre- and post-Independence).
- Policy discourse, committees, commissions, plan documents.
- Regulatory, statutory, accreditation and ranking bodies.
- Financing of higher education (Public, Private and PPP).



### Essential Readings

- Agarwal, Pawan (2009). *Indian Higher Education: Envisioning the Future*. New Delhi: Sage Publications.
- Kapur, Devesh and Pratap Bhanu Mehta (Eds.). *Navigating the Labyrinth: Perspectives on India's Higher Education*; Orient Blackswan.
- Varghese, N. V., and Garima Malik (Eds.) (2016). *India Higher Education Report 2015*; Routledge.
- Varghese, N. V., Nidhi S. Sabharwal and C. M. Malish (Eds.) (2018). *India Higher Education Report 2016: Equity*; Sage.
- Varghese, N. V., Anupam Pachauri and Sayantan Mandal (Eds.) (2018). *India Higher Education Report 2017: Teaching, Learning and Quality in Higher Education*; Sage.

## COURSE TRANSACTION AND EVALUATION MODALITIES

- Modes of Course Transaction:** The course transaction will include lecture-cum-discussion, group work, critical discussion through documents and policy analysis along with seminar presentation.
- Modes of Students' Assessment and Evaluation:** Evaluation of the course will be done through classroom participation, group engagement, term paper-cum- seminar presentation and term-end examination. The weightage to internal assignment and term-end examination will be 40 per cent and 60 per cent respectively.

## SUGGESTED READINGS

### Books

- Altbach, Philip. G. (1999). *Private Prometheus*. Greenwood Publishing Group, USA.
- Bjorn, Stensaker and Lee Harvey (2011). *Accountability in Higher Education*. New York: Routledge, Taylor & Francis Group.
- Schvetze, Hans. G, William Bruneau and Garnet Grosjean (2012). *University Governance and Reform*. New York: Palgrave Macmillan.
- Trevor Kerry (2012). *International Perspectives on Higher Education*. New York: Continuum International Publishing Group.
- Varghese, N. V. (Ed.) (2014). The diversification of post-secondary education. Paris: UNESCO- IIEP (p.128).

### Articles

- Agarwal, Pawan (2007). Higher Education: From Kothari Commission to Pitroda Commission, *Economic and Political Weekly*, 17 September. ([http://www.epw.in/system/files/pdf/2007\\_42/07/Higher\\_Education\\_I\\_From\\_Kothari\\_Commission\\_to\\_Pitroda\\_Commission.pdf](http://www.epw.in/system/files/pdf/2007_42/07/Higher_Education_I_From_Kothari_Commission_to_Pitroda_Commission.pdf))
- Tilak, J.B.G. (2013). Higher Education in India: In Search of Equality, Quality and Quantity. Readings on The Economy, Polity And Society (Essays from Economic and Political Weekly). Hyderabad: Orient Blackswan [Edited]



- Tilak, J.B.G. (2010). Universities: An Endangered Species? *Journal of the World Universities Forum*, 3(2): 109-27.
- Tilak, J.B.G. (2010). “Higher Education in India: Emerging Challenges and Evolving Strategies”, in Ka-Ho Mok (Ed.) *The Search for New Governance of Higher Education in Asia*, New York: Palgrave Macmillan, pp. 171-91.

**Reports: Commissions and Committees**

- Government of India (1962). Report on University Education Commission (1948-49), Ministry of Education, Reprint Version.
- Government of India: Report of Indian Education Commission, 1964-66, Ministry of Education ([http://www.indg.in/primaryeducation/policiesandschemes/principal\\_recommendations\\_of\\_the\\_education\\_commission.pdf](http://www.indg.in/primaryeducation/policiesandschemes/principal_recommendations_of_the_education_commission.pdf)).
- Government of India (2009). Report on National Knowledge Commission, 2006-09 (<http://www.knowledgecommission.gov.in/downloads/report2009/eng/report09.pdf>).
- Government of India (1998). National Policy on Education, 1986 as modified POA in 1992, Ministry of Human Resource Development, New Delhi (<http://www.academics-india.com/npe86-mod92.pdf>).
- Government of India (2009): Committee on Renovation and Rejuvenation of Higher Education, Ministry of Human Resource Development, New Delhi (<http://www.academics-india.com/yashpal-committee-report.pdf>).

## OC-2: EDUCATION AND SKILL DEVELOPMENT

<b>Title</b>	<b>:</b>	<b>Education and Skill Development</b>
<b>Credits</b>	<b>:</b>	<b>1</b>
<b>Sessions</b>	<b>:</b>	<b>18</b>
<b>Credit Hours</b>	<b>:</b>	<b>18</b>

### INTRODUCTION

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

### LEARNING OBJECTIVES

- To understand and critically engage with the theoretical background of education and skill development in the context of lifelong learning.
- To understand the approach adopted by select countries towards skill development.
- To understand the national perspective of skill development in terms of policies, structures, functions, programmes and recent developments.
- To understand the issues related to skill development in India.



## COURSE CONTENTS

### Unit I. Education and Skills: Theoretical Perspective (05 Sessions)

The course would be introduced by setting the context of skill development, highlighting its need and importance in the present scenario of rapid changes in the labour market and to cope with the needs of national economic growth and to meet the challenges of globalisation. The students would be exposed to fundamental concepts of education and skills along with the dominant theories and their critical evaluation.

Conceptualising relationship between education and work: historical linkages between education and work, human capital theory and credential theory and their critique, education, skills and employability; lifelong learning and learner identity, changing identities and education to work transition, components of education-to-work transition, basic framework of education-labour market linkages, skills mismatch; defining skills: skills and training, generic, specific and transferable skills; delivery of skills: formal, non-formal and informal; use of technology for skill development; development of entrepreneurship skills; vocationalisation of secondary and higher education; role of guidance and counselling in skill development, National Qualification Framework: political and economic context; concept of National Qualification Framework (NQF) and Regional Qualification Framework (RQF); assumptions underpinning NQF; problems in implementation; and approaches to implementation - success stories.

#### Essential Readings

- King, K., (2009). Education, skills, sustainability and growth: Complex relations. *International Journal of Educational Development* 29, 2, 175-181.
- NCERT, (2007). *Work and Education, National Curriculum Framework 2005 Position Paper*. NCERT, New Delhi.
- UNESCO (2012). *EFA Global Monitoring Report: Youth and skills: Putting education to work*. UNESCO.
- Winch, C. (2000). *Education, Work and Social Capital*. Routledge, London.

### Unit II. Skill Development: International Perspective (04 Sessions)

The Unit would apprise the scholars of the current challenges and trends in the area of skill development in the Asia and Pacific Region. The approach towards skill development of some successful countries would be discussed. The scholars would learn about some important aspects, like integration of skills in the curriculum, recognition of prior learning, mobility, qualification framework, employer engagement and draw on relevant implications for India. Approach towards skill development adopted by countries such as Germany, China and others.

#### Essential Readings

- Adams, A. V. (2007). *The Role of Youth Skills Development in the Transition to Work: A Global Review*. Washington, DC, World Bank.
- Majumdar, S. (2011). *Emerging Challenges and Trends in TVET in the Asia-Pacific Region*. Sense Publishers. The Netherlands.



### Unit III. Skill Development in India: Trends and Issues (09 Sessions)

The Unit would provide an overview of skill development in India from the policy perspective, structures, programmes, current status and the recent government interventions for promoting skill development in order to enhance employability and reap the demographic dividend.

Historical and policy framework of skill development in India; Education and training system; Management structures of skill development at national and state levels; Role of sector skills council in skill development; Programmes for skill development: Institutional level programmes - Schools, ITIs/ITCs, Polytechnics; Programmes of the open learning system - NIOS & IGNOU, Jan Shikshan Sansthan programmes, skill development programmes of the non-governmental organisations; Current status of vocational education and training; Recent initiatives of the government; National Qualification Framework: Background and need for development of Qualification Framework in India, Objectives of the National Skills Qualification Framework (NSQF), basic structural design and implementation of NSQF; Credit Framework for Skills under NSQF: Salient features of credit framework; Components of Credit Accumulation and Transfer system (CATS); Credit allocation for educational institutions; Pradhan Mantri Kaushal Vikas Yojna; B. Voc. Programme; Community Colleges; DDU Kaushal Centres.

Some key issues related to quality and relevance of skill development would be discussed:

Issues of curriculum, school-industry interface, recognition of prior learning, assessment and validation of skills, horizontal and vertical mobility, vocational teachers/trainers, labour market information, skill development for the unorganised sector, gender and skills, financing of skill development.

#### Essential Readings

- Government of India (2009). National Policy on Skill Development. Ministry of Labour and Employment, New Delhi.
- Government of India (2011). Working Group Report on Secondary and Vocational Education, 12th Five Year Plan. Department of School Education and Literacy, Ministry of Human Resource Development, New Delhi.
- NCEUS (2009). Skill Formation and Employment Assurance in the Unorganised Sector. New Delhi, National Commission for Enterprises in the Unorganised Sector.
- Government of India (2012). National Vocational Education Qualifications Framework (NVEQF). Ministry of Human Resource Development, New Delhi.
- Government of India (2013). National Skills Qualification Framework. Department of Economic Affairs, Ministry of Finance. New Delhi.
- Government of India (2015). National Policy on Skill Development and Entrepreneurship. Ministry of Skill Development and Entrepreneurship, New Delhi.



## COURSE TRANSACTION AND EVALUATION MODALITIES

- a) **Modes of Course Transaction:** The course would be transacted through lecture, discussion, critical reflection, case studies and sharing of research experiences. To gain first hand experience and develop case study reports, the scholars will visit any one vocational institution like ITI, polytechnic, apprenticeship training institute, school having vocational education at senior secondary level, National Skill Development Corporation (NSDC) and Micro, Small and Medium Enterprises (MSME).
- b) **Modes of Students' Assessment and Evaluation:** The students would be assessed both by means of formative and summative modes. The scheme of evaluation will involve assessment giving 40 per cent weightage to internal assignment consisting of term paper/case study/seminar presentation, and 60 per cent weightage to the term-end written examination.

## SUGGESTED READINGS

### Books

- Adams, A. V. (2007). *The Role of Youth Skills Development in the Transition to Work: A Global Review*. Washington, DC, World Bank.
- Agrawal, S. (2013). *Skills Development in India: Lots of Noise & Fury, but Little Action*, in NORRAG NEWS, Education and Development in the Post-2015 Landscapes, No. 49, October, 2013, pp. 57-59, available: <http://www.norrag.org>
- Asian Development Bank (2008). *Education and Skills: Strategies for Accelerated Development in Asia and the Pacific*. Manila: ADB.
- Burnett, N. and Jayaram, S. (2012). *Skills for Employability in Africa and Asia*. ISESE Skills Synthesis Paper. Results for Development Institute. Washington. D.C.
- DGE&T (2011). *Performance Evaluation of Industrial Training Institutes/Industrial Training Centres (ITIs/Private ITIs)*, Ministry of Labour and Employment, Government of India.
- Foster, P.J. (1965). *The Vocational School Fallacy in Development Planning*. In Anderson, C.A. & Bowman, M.J., (Eds.), *Education and National Development*. Chicago: Aldine.
- Levesque, D., (2011). 'Capability as well as Employability in TVET Approaches in Secondary Schools', in NORRAG NEWS, *Towards a New Global World of Skills Development? TVET's turn to Make its Mark*, No.46, September 2011, pp. 24-26, available: <http://www.norrag.org>
- Mehrotra S., Gandhi, A. and Sahoo, B.K. (2013). *Estimating India's Skill Gap on Realistic Basis for 2022*, Economic and Political Weekly, Vol. XLVIII, No. 13, 30th March.
- Middleton, J., Ziderman, A., Adams, A.V. (1994). *Skills for Productivity. Vocational Education and Training in Developing Countries*. Washington, D.C. World Bank.
- NSDC (2011). *Concept Paper on Labour Market Information System. An Indian Perspective*. New Delhi, National Skills Development Corporation.

- Sarvi, J. (2013). Skills and Skilling in Asia, in NORRAG NEWS, 2012: The Year of Global Reports on TVET, Skills & Jobs - Consensus or Diversity? No. 48, April 2013, pp. 105-107, available: <http://www.norrag.org>
- UNESCO (2005). Secondary education reform: towards a convergence of knowledge acquisition and skills development.
- UNESCO (2012). Shanghai Consensus: Recommendations of the Third International Congress on Technical and Vocational Education and Training ‘Transforming TVET: Building skills for work and life’ Shanghai, People’s Republic of China. 14 to 16 May 2012. Paris, UNESCO.
- World Bank (2007). Skill Development in India: The Vocational Education and Training System, Washington, D.C. World Bank.
- World Bank (2007). World Development Report: Development and the Next Generation. Washington D.C. World Bank.



## OC-3: INTERNATIONAL AND COMPARATIVE EDUCATION

<b>Title</b>	<b>:</b>	<b>International and Comparative Education</b>
<b>Credits</b>	<b>:</b>	<b>1</b>
<b>Sessions</b>	<b>:</b>	<b>18</b>
<b>Credit Hours</b>	<b>:</b>	<b>18</b>

### INTRODUCTION

The course introduces the scholars to the comparative education as an approach and methods tracing the evolution of its domain with education studies reflecting on the assumptions, interest and issues that have shaped it. The comparative education describes the educational systems, processes and outcomes used for developing the educational institutions and practices. It focuses on exploring global, national, regional and local issues of education in relation to cultural, economic and political dynamics as a multi- disciplinary field and as key area for educational research. It further highlights the relationship between education and society for establishing the trends that are identified at different levels of education with a focus on comparisons within a country or other countries over time. The course also explores critically the changing links between these relationships - at individual, local, regional, national, international and global levels. It introduces and discusses issues of educational policy and practice in developed and developing countries.

The design of the course is to build research capacity of the scholars in exploring the issues related to education in relation to cultural, economic and political dynamics in multi-disciplinary field in comparative perspective. It also provides an overview of theories and methods applied in the field of comparative education across regions and countries with specific cases drawn from the developed and the developing countries in the light of Sustainable Development Goals (SDGs), 2030. This course will help students gain a multi-disciplinary grounding in the comparative analysis of education and society, deepening their understanding of contemporary issues in education in many parts of the world.

## LEARNING OBJECTIVES

- To reflect on the basic parameters and theories and develop a capacity to engage in a disciplined way with key questions in comparative education, including equality, equity, transparency and inclusiveness in educational provision.
- To develop an understanding as well as competency to cultivate a logic of comparative analysis.
- To identify, critically analyse, and reflect on educational policy options and potential drivers of change with the analytical and research skills to research in this field.

## COURSE CONTENTS

### Unit I. Theories and Concepts of Comparative Education (04 Sessions)

This Unit provides an understanding about the basic concepts and theories on comparative education. It also focuses on the methodology used for analysing education models from the comparative education lens. The Unit reviews the theory and practice of comparative education based on the historical development of the field with a focus on policy making based on the key concepts and theoretical framework.

The focus would be to explore the use of comparative analysis in education by policy makers in understanding the relations between education and social contexts. It is expected that there would be an exploration of the relationship between education, learning and international development in high, middle and low income countries. The Unit's focus will be on the nature and development of comparative education in the light of theories, methods, major concepts and current trends in comparative education, use/abuse of comparisons.

#### Essential Readings

- Arnove, Robert F. (2013). Introduction: Reframing Comparative Education; *The Dialectic of the Global and the Local, in Comparative Education: The Dialectic of the Global and the Local*. 4th ed. Edited by Robert F. Arnove, Carlos Alberto Torres, and Stephen Franz, 1–26. Lanham, MD: Rowman and Littlefield.
- Arnove, Robert F., Philip G. Altbach, and Gail P. Kelly (1992). Introduction, in *Emergent Issues in Education*. Edited by Robert F. Arnove, Philip G. Altbach, and Gail P. Kelly, 1–10. Albany: State Univ. of New York Press.
- Bray, Mark, and R. Murray Thomas (1995). Levels of Comparison in Educational Studies: Different Insights from Different Literatures and the Value of Multilevel Analysis in *Harvard Educational Review* 65.3: 474-491.
- Halls, W. D. (1990). *Comparative Education: Contemporary Issues and Trends*. United Nations Educational, Scientific, and Cultural Organization, 7 Place de Fontenoy, 75700 Paris, France.



## Unit II. Scope and Inter-relationships: Equity and Quality (06 Sessions)

This Unit provides an overview of theories and methods applied in the field of comparative education, defined as the systematic study of similarities and differences in educational issues, education systems or sub-systems across regions, countries, cultures and institutions as well as over time. Education development in the developed and the developing countries has its own course yet the issues related to equity and quality are always the benchmark in determining the success of the system. The case studies on education models where these issues are addressed and have been attained will be the core focus.

It cannot be undermined that maintaining the identity and stability of states with multi-ethnic and multi-lingual populations has been a major aim of national educational systems all over the world. Education systems across the world have different models to address the needs of minorities, migrants and refugees. This Unit focuses on how the state education systems define and deal with ‘the other’ within the current political context across the world.

The divergent groups related to gender and ethnicity is dealt in comprehensive, multi-disciplinary, cross-national, and cross-cultural perspectives. It is often argued that the education is instrumental in bridging the gaps existing at the social and cultural levels which would result in the change for betterment of the society. It is critical to study the changes in educational provision, form and content which might contribute to the eradication of poverty or the end of gender, class, and ethnic-based inequities.

The quality of education is another major area of exploration in the light of comparative perspective as educational outcomes are also often analysed to determine it. It will analyse challenges faced by governmental and non-governmental agencies in providing quality education for all. It will examine debates about planning and selection of knowledge, especially as related to teacher education and curriculum development systems in developing contexts. It will also consider different approaches to assessment of learning and consider the implications and effects on teaching to fostering greater equality of opportunity and ‘social cohesion.’ With a focus on educational development, contemporary issues in education, disparities and various facets of societies, the Unit also explores the impact of the educational system in developing and developed countries with special reference to Canada, South Africa, Australia, China and India.

### Essential Readings

- Baker, David and LeTendre, Gerald (2005). *National Differences, Global Similarities: World Culture and the Future of Schooling*. Stanford University Press.
- Husén, T. (1979). *The School in Question: A Comparative Study of the School and its Future in Western Society*. Oxford; New York: Oxford University Press.
- Reimers, F., and McGinn, N. F. (1997). *Informed Dialogue: Using Research to Shape Education Policy around the World*. Praeger/Greenwood.
- UNESCO (2017), *Out-of-School Children (OOSC): Regional Overview* (Leaflet) Bangkok: UNESCO Bangkok, 2 p.



### Unit III. Contemporary Educational Developments and its Impact on Educational Policies (08 Sessions)

There are many educational developments during the past decades that have changed the discourse on the purpose of education. The countries have to provide the educational progress as well as standard both nationally and internationally. The era of liberalisation and globalisation had detrimental impact on the socio-economic status of the countries. This bears an impact on the practices related to educational governance, planning and management in terms of linkages and the levels of education in policy making through international comparative studies and their relationship to policy making and practices.

This Unit introduces the nature and significance of comparative education, their role in intra- and inter-educational analyses of problems and issues in education, and their relationships to the contexts within which they occur. It further addresses on the organisation and functioning of formal and alternative forms of education in developed and developing countries, in general, and selected countries, in particular.

The Unit also examines the relationship between education, state formation and patterns of economic growth in selected countries and regions with reference to contribution of education to nation-building and identity formation, and the implications of globalisation (both cultural and economic) on education policy. It further examines the significant difference in the dominant regional systems in terms of their institutional structures, curricula and modes of regulation and governance and relates these to the varying political, cultural and economic contexts which shape them. The course will employ comparative methods to identify convergent and divergent trends within education, to analyse the response of the different education systems to contemporary pressures and issues, such as school choice, competitiveness and diversity in selected countries from South Asia, East Asia, Latin America and African countries.

This Unit looks critically at current theories, policies, practice and approach to learning and teaching in the context of Education For All (EFA) and Sustainable Development Goals (SDGs). It will provide scholars with an awareness of political, social, cultural and linguistic contexts in which teaching and learning take place. There will be an international perspective on collaborative educational planning, governance and administration within and between governmental and the private sector. Comparative education draws on the experience of countries such as Japan and France to show how a centralised system works.

#### Essential Readings

- Carney, Stephen. (2009). Negotiating Policy in an Age of Globalization: Exploring Educational “Policyscapes” in Denmark, Nepal, and China in *Comparative Education Review* 53.1: 63-68.
- Doloreux, D. (2004). Regional Innovation Systems in Canada: A Comparative Study in *Regional Studies*, 38(5), 479-492.
- Farrell, Joseph P. (1979). The Necessity of Comparison in Educational Studies: Different Insights from the Salience of Science and the Problem of Comparability in *Comparative Education Review* 23.1: 3-16.
- Shavit, Y. (Ed.). (2007). *Stratification in Higher Education: A Comparative Study*. Stanford University Press.



- Takayama, Keita. (2011). Reconceptualizing the Politics of Japanese Education: Reimagining Comparative Studies of Japanese Education in *Reimagining Japanese Education: Borders, Transfers, Circulations, and the Comparative*. Edited by David Blake Willis and Jeremy Rapple, 247-285. Southampton, UK: Symposium Books.
- Yamada, Shoko. (2015). The Constituent Elements of Comparative Education in Japan: A Comparison with North America in *Comparative Education Review* 59.2: 234-260.

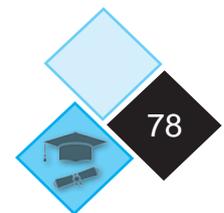
## COURSE TRANSACTION AND EVALUATION MODALITIES

Scholars will be provided some specific readings or case studies before conducting sessions to engage in active participation and discussions on the issues related to comparative education. Scholars are expected to complete the required reading assignments before relevant contact sessions, and come prepared with questions and comments to engage in the seminar and discussions related to issues raised in, but not limited to, the content of the respective required and recommended readings. Two assignments, each of about 8-10 pages (5000 words), will be assigned to scholars, based on the readings and discussions that will be submitted as well as presented in the seminar mode.

The scheme of evaluation will involve assessment giving 40 per cent weightage to internal assignment consisting of term paper/seminar presentation and 60 per cent weightage to the term-end written examination.

## SUGGESTED READINGS

- Adams, D., Bray, M., Xiaohao, D., & Ping, H. (2005). Reducing the Burden on the Poor. *Asia Pacific Education Review*, 6(2), 191-194.
- Alexander, Robin (2000). *Culture and Pedagogy: International Comparisons in Primary Education*, Oxford, Blackwell.
- Altbach P.G, Aronove R, Kelly G (Eds.) (1982). *Comparative Education*, New York, Macmillan.
- Aronove, R. F., Altbach, P. G., and Kelly, G. P. (1992). *Emergent Issues in Education: Comparative Perspectives*. SUNY Press.
- Barber, B. (1973). Science, Saliency and Comparative Education: Some Reflections on Social Scientific Inquiry in Edwards R, Holmes B, Van de Graaff J (Eds.), *Relevant Methods in Comparative Education*. Report of a meeting of international experts, Hamburg, UNESCO Institute for Education.
- Beauchamp Edward, R. (2003). *Comparative Education Reader*, New York, Rutledge Falmer.
- Beeson, M. (2013). Integrating Regions: Asia in Comparative Context. Edited by Miles Kahler and Andrew McIntyre in *Contemporary Southeast Asia: A Journal of International and Strategic Affairs*, 35(3), 450-452.
- Benveniste, Luis. (2002). The Political Structuration of Assessment: Negotiating State Power and Legitimacy in *Comparative Education Review*, 46(1): 89-118.



- Bradshaw and York, W. (Eds.) (1997). *Education in Comparative Perspective: New Lessons From Around the World*, New York, E.J. Brill.
- Bray, M. (2003). *Comparative Education: Continuing Traditions, New Challenges and New Paradigms*, London, Kluwer Academic Publishers.
- Bray, M., Adamson, B., and Mason, M. (2007). Different Models, Different Emphases, Different Insights in *Comparative Education Research* (pp. 363-379). Springer, Dordrecht.
- Brickman, W.W. (1960). *A Historical Introduction to Comparative Education*. *Comparative Education Review*, 3:6-13.
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- Goedegeburre and Leo (Eds.) (1994). *Higher Education Policy: An International Comparative Perspective*, Oxford, Pergamon.
- Gottlieb, E. E. (2000). *Are We Postmodern Yet? Historical and Theoretical Explorations in Comparative Education in Moon, B. Ben-Peretz, M and Brown S., (eds.) International Companion to Education*, pp. 153-175 London & NY: Routledge, 2000.
- Hans, N. (1967). *Comparative Education: A Study of Educational Factors and Traditions*, London, Rutledge and Kegan Paul.
- Eckstein, M. A., and Noah, H. J. (1993). *Secondary School Examinations: International Perspectives on Policies and Practice*. Yale University Press.
- Noah, H. J., and Eckstein, M. A. (1998). *Doing Comparative Education: Three Decades of Collaboration* (Vol. 5). Comparative Education Research Centre University G.
- Holmes B (1981). *Comparative Education: Some Considerations of Method*, London, George Allen & Unwin.
- Kaiser, F, Maassen, P, Meek, L., van Vught, F, de Weert, E., and Goedegebuure, L. (Eds.). (2014). *Higher Education Policy: An International Comparative Perspective*. Elsevier.
- Kubow, Patricia K. and Fossum, Paul, R (2007). *Comparative Education: Exploring Issues in International Contexts* (2nd Edition) Printence-Hall.
- Mukhopadhyay, R., and A. Sriprakash. (2011). Global Frameworks, Local Contingencies: Policy Translations and Education Development in India in *Compare: A Journal of Comparative and International Education*, 41(3): 311-326.
- Noah, H. J., and Eckstein, M. A. (1998). *Doing Comparative Education: Three Decades of Collaboration*, Hong Kong, Comparative Education Research Centre.
- Patricia, K. Kubow and Paul, R. Fossum (2003). *Comparative Education – Exploring Issues in International Context*, New Jersey, Pearson Education Inc.
- Sarangapani, Padma M. (2011). “Comparative Education Research in India: Why is it missing and why we need it?” (sic) *Journal of Educational Planning and Administration*. Volume XXIV, No. 4, October 2010, pp. 363-377.



- Schriewer, Jürgen (2000). “Comparative Education Methodology in Transition: Towards the Study of Complexity?” pp. 3-52 in Schriewer, Jürgen (Ed.) *Discourse Formation in Comparative Education*. Frankfurt am Main: Peter Lang.
- Shukla, Sureshchandra (1983). “Comparative Education: An Indian Perspective” in *Comparative Education Review*, Vol. 27, No. 2, (Jun., 1983), pp. 246-258.
- Thomas, R., Murray (Eds.) (1990). *International Comparative Education: Practices, Issues and Prospects*, Oxford, Pergamon.
- Trethewey, A. R. (1976). *Introducing Comparative Education*, New York, Elmsford, Pergamon Press.
- Trivedi P. R., Singh, U.K and Sudarshan, K.. N. (Eds.) (1994). *Global Education: An Analysis*, New Delhi, Commonwealth.
- Watson, Keith (2001). *Doing Comparative Education Research: Issues and Problems*, Oxford, Symposium Books.
- Young R (1997). Comparative Method and Post-modern Relativism in. *International Review of Education*, 43 (5-6), 497-505.



## OC-4: EDUCATIONAL MANAGEMENT INFORMATION SYSTEM

<b>Title</b>	<b>:</b>	<b>Educational Management Information System</b>
<b>Credits</b>	<b>:</b>	<b>1</b>
<b>Sessions</b>	<b>:</b>	<b>18</b>
<b>Credit Hours</b>	<b>:</b>	<b>18</b>

### INTRODUCTION

For successful implementation of any programme concerning education, effective monitoring framework and efficient Management Information System (MIS) is quite essential. Modern education system has grown very large and complex, and making and implementing public policies and management of education system would not be feasible without adequate, up-to-date and reliable data and information. Further, neither the programmes can be implemented efficiently nor can they be efficiently monitored without adequate data base. Thus, data collection systems particularly Educational Management Information System (EMIS) play a vital role in formulating policies, plans and designing and monitoring intervention strategies in education system for quantitative expansion and qualitative improvement.

The present course deals with general principles for developing EMIS and practices adopted in EMIS with a focus on school education .in India Further, course shall deal with evolution of data collection systems, and problems and issues over the years. The course would deal with techniques to analyse data collected under EMIS. Real-life data will be extensively used for demonstration and for hands-on training.

### LEARNING OBJECTIVES

- To sensitise the scholars about the role of information systems in decision-making process;
- To examine various types of information systems in education; and
- To demonstrate the use of information systems in educational planning and management by using unit-level data with the help of statistical packages.



## COURSE CONTENTS

### Unit I. Basic Concept of MIS (03 Sessions)

In this Unit, scholars will be exposed to basic concept of Management Information System, in general, and Educational MIS, in particular.

- Introduction to Information Systems: Concept and Meaning.
- Characteristics of a good information system.
- Developing Data Capture Format (DCF) for EMIS: Technical Aspects.
- Group Work on Data Capture Format (DCF) and suggestive framework for an EMIS with focus on designing DCF, Coding System, Pilot-testing of DCF, Designing Output/Report Tables, etc.

### Unit II. Sources of Data (03 Sessions)

In Unit II, sources of information, both school and higher education, will be exposed which shall cover both administrative data and household surveys as well being conducted from time to time.

- Data on Education in India: A Historical Perspective.
- Manual collection of information system: A Case of MHRD.
- All India School Education Survey (AISES, NCERT): Origin, coverage, dissemination and organisation.
- All India Survey on Higher Education (AISHE): Origin, coverage and organisation.
- EMIS at the International Level.
- Household Surveys and Census:
  - National Family and Health Survey
  - National Sample Survey Organisation
  - Census of India
  - ASER, etc.

### Unit III. District Information System for Education (06 Sessions)

In Unit III, every aspect of Unified District Information System for Education (U-DISE) will be exposed to scholars.

- Unified District Information System for Education (U-DISE): Origin, Coverage, Scope, Management and Use of Data, Type of Publications ([www.dise.in](http://www.dise.in)).
- School Report Cards ([www.schoolreportcards.in](http://www.schoolreportcards.in)).
- Downloading and use of U-DISE Raw Data, Reporter and Visualisation Module, exposure to U-DISE Mobile Applications, etc.

- Student Data Collection In-sync with U-DISE and State-specific initiatives to improve quality of educational data.

### Unit IV. Use of Data (06 Sessions)

In Unit 4, the scholars will be exposed to the use of data through a set of educational indicators with focus on construction, interpretation and its implication for planning school education.

- Data requirements for developing education plans.
- Role of information in undertaking diagnosis exercise with focus on construction, use, analysis and interpretation of a set of educational indicators falling under indicators of access, participation, retention and quality of education.
- Techniques to analyse unit level data in education.
- Role of computers in developing and strengthening Educational MIS, etc.

## COURSE TRANSACTION AND EVALUATION MODALITIES

Scholars will be required to develop a plan for computerised EMIS. Depending upon the number of scholars, they will be divided into groups to work on EMIS. Each group will make presentation. Scholars may also be required to develop DCF and its piloting in nearby schools in Delhi as the same will expose them to field realities and challenges in developing EMIS and data collection. Further, unit level data from EMIS shall be analysed with a focus on a theme of their choice. Most of the time, students will be required to work in groups. The scheme of evaluation will involve assessment giving 40 per cent weightage to internal assignment consisting of term paper/seminar presentation, and 60 per cent weightage to the term-end written examination.

## SUGGESTED READINGS

- Aggarwal, Yash (1997). *Educational Management Information System: Planning Management and Monitoring Strategies for DPEP, NIEPA*.
- Aggarwal, Y. (1997): *Database on Elementary Education in India - Scope, Coverage and Issues*, Module 5 (Modules on District Planning in Education). New Delhi: National Institute of Educational Planning and Administration.
- Ahituv, N (1990). *Principles of Information System Management*. Boulevard, Wm. C. Brown Publishers.
- Chapman, D. and Carrier (1990). *The Role of Education Management Information Systems in Improving Educational Quality A Global Perspective*.
- Davis, G.B. and M.H. Olson (1985). *Management Information Systems: Conceptual Foundations, Structure and Development*, New York, McGraw Hill.



- Hassan Aldarbesti and J. P. Saxena (2014). *Management Information System for Education*, Journal of Research & Method in Education, Volume 4, Issue 1 Ver. IV, February 2014.
- IIEP/UNESCO (2000). *Education Management Information Systems (EMIS)*, Module 2: Identification of Information Needs and Building Indicators. Paris, UNESCO/IIEP.
- McMAHON, W.W. (1993). *An Efficiency-based Management Information System. (Fundamentals of Education Planning, No. 49)*, Paris, IIEP/UNESCO.
- Mehta, Arun C. (1993). *A Note on Educational Statistics in India*, *Journal of Educational Planning and Administration*; 7 (1); (January): 105-18.
- Mehta, Arun C. (1996a), *Introduction to All India Educational Surveys: School Education, Educational Administration and Technical Manpower Information System*, NIEPA, New Delhi.
- Mehta, A.C. (1996b). *Reliability of Educational Data in the Context of NCERT Survey*. *Journal of Educational Planning and Administration*, 10 (3) (July): 281-307.
- Mehta, Arun C (1997). *Education Information System in India - Its Limitations: Suggestions for Improvement*, *Journal of Indian Education*, Volume XXIII, No. 2, August 1997, NCERT, New Delhi.
- Mehta, Arun C (2010). *Elementary Education in India: Analytical Report*, New Delhi, NIEPA and MHRD.
- Mehta, Arun C (2017). *Strengthening Educational Management Information System in India through U-DISE (A Story of its Evolution)*; paper presented in Comparative & International Education Society Annual Conference CIES 2017, March 5 to 9, 2017, Atlanta, USA.
- Ministry of Education (1982). *Report of High Level Committee to Review the Educational Statistics System in India*. New Delhi; Government of India.
- Ministry of Human Resource Development (2008). *Report of the Review Committee on Educational Statistics*. New Delhi: Government of India, available at <http://www.dise.in/Downloads/Reports&Studies/Sathyam%20Committee%20Report.pdf> (Sathyam Committee).
- NIEPA (1998). *User's Manual, District Information System for Education*.
- National Institute of Educational Planning and Administration (1991). *COPE-DSS: User Manual*, New Delhi.
- National University of Educational Planning and Administration (2012). *Unified District Information System for Education (DISE)*. New Delhi. Available at [www.udise.in](http://www.udise.in).
- Powell, Marcus (2006). *Rethinking Education Management Information Systems: Lessons from and Options for Less Developed Countries* (2006), Cambridge Education.
- *Report of the National Statistical Commission* (2001). Ministry of Statistics and Programme Implementation, Government of India.
- Shooebridge, J (2006). *Education Management Information System: Case Studies and Lessons Learnt, Case Study of Nigeria*, InfoDev Study No.1253.
- Smith, D. (2006). *Education Management Information System: Case Studies and Lessons Learnt, Case Study of Bangladesh*, InfoDev Study No. 1253.
- Srivastava, A.B.L. and K.N. Hiriyanniah (1977). *Educational Statistics in India - Deficiencies and Suggestions for Improvement in CSO*, pp. 499-514.

- Tilak, J.B.G. P.R. Panchamukhi and K. Biswal (2014), *Statistics on Education*, www.dise.in
- UNESCO/PROAP (1992). *Educational Management Information System*, Bangkok, Thailand.
- World Bank (2005), *Education Management Information Systems, Guidelines and Referencing for Putting Information Systems to Work in Education*, Washington: World Bank.
- World Bank Group (2014). *What Matters Most for Education Management Information Systems: A Framework Paper, Systems Approach for Better Education Results*, Working Paper Series Number 7, Washington.

**Websites**

- <http://www.dise.in>
- <http://www.udise.in>
- <http://www.schoolreportcards.in>
- <http://www.censusindia.gov.in>
- <http://mhrd.gov.in/statist>
- [http://www.ncert.nic.in/programmes/education\\_survey/index\\_education.html](http://www.ncert.nic.in/programmes/education_survey/index_education.html)
- <http://rchiips.org/nfhs/>
- <http://mail.mospi.gov.in/index.php/catalog/160>
- <http://www.asercentre.org/>



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

<b>Title</b>	<b>:</b>	<b>Community Participation and Local Governance in School Education</b>
<b>Credits</b>	<b>:</b>	<b>1</b>
<b>Sessions</b>	<b>:</b>	<b>18</b>
<b>Credit Hours</b>	<b>:</b>	<b>18</b>

### INTRODUCTION

In recent years, decentralisation and the devolution of powers to the lowest unit is considered to be the best way to promote people's participation in their local educational affairs and improve accountability of schools, teachers and service providers. It has also been realised that an effective community involvement in education can bring positive social change and develop inclusive education system by creating access to educational facility for socially-excluded individuals and communities. The National Policy on Education, 1986 and Programme of Action, 1992 envisage Village Education Committees to be the part of the organisational arrangements to facilitate community participation in education. RTE 2009 emphasises on school-based planning and makes it mandatory for each school to have a School Management Committee (SMC) in which the community and parents need to be given due representation. Local authorities like Panchayati Raj Institutions (PRIs) have also been assigned specific responsibility to ensure that all children are in schools.

In the above backdrop, the course on 'Community Participation and Local Governance in school education' has been designed which intends to develop conceptual understanding regarding structures, process and dynamics of people's participation in educational governance and administration. Through exposure to different cases, the scholars will be able to develop insights into policies and practices that promote community participation and involvement of local stakeholders, including PRI functionaries, in planning and management of educational institutions, especially schools. They will also be able to identify major issues and challenges with regard to functioning of participatory structures, such as SMCs and other grassroots level bodies, for effective implementation of policies and programmes. It will also discuss the intricacies of institutional planning involving communities, school staff and grass-root level functionaries, the challenges they face during their participation in planning process as well as the way they overcome these challenges.

## LEARNING OBJECTIVES

At the end of the course, scholars will be able to:

- understand key theoretical concepts regarding local governance and community participation in the process of educational planning and management;
- understand the role and the status of local governance involving community and Panchayati Raj Institutions in the management of schools in India and in different state specific context; and
- examine the impact of local governance and community-based planning and management of schools on the overall educational situation, and also participation of scholars in educational institutions.

## COURSE CONTENTS

### Unit I. Theoretical Perspectives (05 Sessions)

This Unit will provide the theoretical perspective and rationale of decentralisation and local governance of school education linking it with other conceptual parameters like citizenship, social justice and public participation. The following topics will be covered under this Unit:

- Theory of Decentralisation and local governance.
- Citizenship, Democracy, Social Justice and Public Participation.
- Rationale of local governance and community participation in national and global context.

#### Essential Readings

- Anderson, Jo Anne (2005). *Accountability in Education: Education Policy Series*. Paris: UNESCO/ International Institute for Educational Planning and International Academy of Education.
- Bardhan, Pranab (2002). Decentralization of Governance and Development. *Journal of Economic Perspectives*, 16 (4): 185-205.
- CABE [Central Advisory Board of Education] (1993). *Report of the CABE Committee on Decentralised Management of Education*. New Delhi: Department of Education, Ministry of Human Resource Development.
- Govinda, R. (1997). *Decentralization of Educational Management: Experiences from South Asia*. Paris: UNESCO-IIEP.
- McGinn, Noel F. (1999). *Decentralization of Education: Why, When, What and How?* (with T. Welsh). Paris: UNESCO-IIEP.



## Unit II. Local Governance of School Education (04 Sessions)

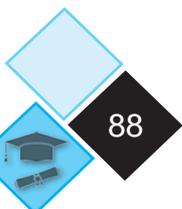
This Unit will provide a detailed understanding of local governance with a special focus on Panchyati Raj Institutions. It will discuss different forms of local governance, their impact on school functioning and challenges involved. The Unit will also cover the theory and practices of school-based management in the context of different countries where these are being implemented.

### *The Unit will cover the following topics:*

- Historical perspective of local governance in India: Constitutional provision, NPE and CABE recommendations, SSA, RMSA, RTE Act, 2009 and other educational programmes.
- Local government as service provider: Evolution of PRI since Independence, Best Practices - Maharashtra, West Bengal, Jammu and Kashmir, Kerala.
- School-Based Management (SBM).
- Current status of local governance and SBM in India.
- Issues and challenges with respect to local governance of education.
- Capacity building issues.

### Essential Readings

- Barnett, W. Steven. (1996). 'Economics of School Reform: Three Promising Models', in Helen F.Ladd (Ed.) *Holding Schools Accountable - Performance-Based Reform in Education*, Washington D.C.: Brookings Institution Press: 299-326.
- Caldwell, Brian J. (2005). *School-Based Management. Education Policy Series*. Paris: UNESCO-IIEP and International Academy of Education.
- De Grauwe, Anton (2005). Improving the Quality of Education through School-Based Management: Learning from International Experiences. *International Review of Education*, 51 (4): 269–87.
- Fauget, Jean-Paul (1997). *Decentralization and Local Government Performance*. Technical Consultation on Decentralization, FAO, Rome. Available from <http://www.fao.org/docrep/006/ad697e/ad697e00.HTM> [Accessed on March 2009].
- Government of India (2009). The Right of Children to Free and Compulsory Education Act, 2009, New Delhi: Ministry of Law and Justice.
- Government of India (2010). Model Rules under The Right of Children to Free and Compulsory Education Act, 2009, New Delhi: Department of School Education and Literacy.
- Kumaran, K. P. and Others (Eds.) (2017). *Flagship Programmes: Impact, Problems and Challenges Ahead*. New Delhi: Academic Foundation, New Delhi.



### Unit III. Community Participation in School Management in Indian Context (07 Sessions)

This Unit will discuss political and social issues related to community participation and management of school education in the context of different states in India. It will also discuss the structural and policy-related issues with reference to current situation and RTE Act, 2009 and its implications on the access and participation of children in school.

- Definition of community and community participation.
- School-community interface.
- Community participation in Diverse Context: Policy and Practices (with reference to different countries and Indian States).
- Organisational structures to facilitate community participation.
- School Management Committees and School Management Development Committees.
- School Development Plans and their Implementation.
- Participation of the Disadvantaged Groups in School Management Committees.

#### Essential Readings

- Bardhan, Pranab and Dilip Mookherjee (2006). “Decentralization and Accountability in Infrastructure Delivery in Developing Countries,” *Economic Journal*, 116 (1): 101–27.
- Bray, M. (2003). Community Initiatives in Education: Goals, Dimensions, and Linkages with Governments. *Compare: A Journal of Comparative Education*, 33(1), pp. 31-45.
- Coleman, P. (1998). *Parent, Student and Teacher Collaboration: The Power of Three*. Thousand Oaks, CA: Westview Press.
- 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 (access in [http://www.create-rpc.org/pdf\\_documents/PTA35.pdf](http://www.create-rpc.org/pdf_documents/PTA35.pdf)).
- Maclure, R. (1993). School Reform in Burkina Faso: The Limited Prospects of Decentralization and Local Participation. *Canadian and International Education*, 22 (2), pp. 69-87.
- Tiwary, Manoj Kumar; Kumar, Sanjay; Mishra, Arvind. Kumar. (Eds.) (2017). *Dynamics of Inclusive Classroom: Social Diversity, Inequality and School Education in India*. Hyderabad: Orient Blackswan Private Limited.

### Unit IV. Research on Local Governance and Community Participation (02 Sessions)

This Unit will provide inputs for conducting researches in area of community participation and local governance of school education and will focus on some specific techniques used for interacting community to understand their perspectives while conducting researches in this area. A few research-based articles will also be examined to understand the process of research and presentation of its findings. The following topics will be covered in this Unit:



- PRA techniques and their use for research on community participation
- Micro-planning
- School Mapping
- Social Map
- Social Audit
- Oral History and Narratives

### Essential Readings

- Chambers, Robert. (1983). *Rural Development: Putting the Last First*. Harlow: Prentice Hall.
- Fullan, M. and N. Watson (2000). School-Based Management: Reconceptualizing to Improve Learning Outcomes. *School Effectiveness & School Improvement*, 11(4): 453-473.
- Govinda, R. (2002). *Role of Head Teachers in School Management in India: Case Studies from Six States*. Unpublished. NIEPA, ANTRIEP and European Commission. New Delhi: NIEPA.
- Leithwood, K. and Menzies, T. (1998). A Review of Research Concerning the Implementation of Site-Based Management. *School Effectiveness and School Improvement*, 9(3): 233-285.

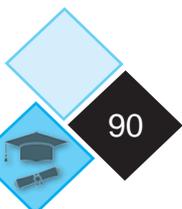
## COURSE TRANSACTION AND EVALUATION MODALITIES

The course will be transacted through 18 contact sessions, including lectures, discussions and seminar with an emphasis on reflection and debate. The course will be evaluated on the basis of term paper/ book review, presentation and written test which will be conducted at the end of the semester. The internal assignment, including term paper, seminar performance will have 40 per cent weightage while 60 per cent weightage will be given to term-end written examination.

## SUGGESTED READINGS

### Books

- Atuhurra, Julius (2014). Does community involvement affect teacher effort? Assessing Learning Impacts of Free Primary Education in Kenya. Online at <https://mpr.ub.uni-muenchen.de/67506/>, MPRA Paper No. 67506, posted 30 October 2015 09:39 UTC. The National Graduate Institute for Policy Studies.
- Demas, A., and Arcia, G. (2015). *What matters most for school autonomy and accountability: A framework paper*. SABER Working Paper Series, 9. Washington, DC: World Bank Group.
- Decision-Making and Education Outcomes in Indonesian Primary Schools. *Policy Research Working Paper 5809*. World Bank.
- Gershberg, A. I. (1999). Education 'Decentralization' Processes in Mexico and Nicaragua: Legislative versus Ministry-led Reform Strategies, *Comparative Education*, 35(1): 63-80.



- Ghosh, A. (1989). Decentralisation and District Government, *Economic and Political Weekly*, 34 (4), January 28: 175-176.
- Government of India (1978). Report of the Committee on Panchayat Raj Institutions (Chairman: Ashok Mehta). New Delhi.
- MHRD (1986). National Policy on Education. Department of Education (GOI), New Delhi.
- Govinda R. and Mona Sedwal (Eds.) (2017). India Education Report: Progress of Basic Education, Oxford University Press, New Delhi.
- Govinda, R. (2004). "Community Participation and School Governance: Diverse perspectives and emerging issues", in A. De Grauwe and J.P.Naidoo (Eds.) *School Evaluation for Quality Improvement*. An ANTRIEP report of meeting held on July 2-4 in Kuala Lumpur, Malaysia, 2002. Paris: UNESCO- IIEP, pp. 128-145.
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# OC-6: EARLY CHILDHOOD CARE AND EDUCATION

<b>Title</b>	<b>:</b>	<b>Early Childhood Care and Education</b>
<b>Credits</b>	<b>:</b>	<b>1</b>
<b>Sessions</b>	<b>:</b>	<b>18</b>
<b>Credit Hours</b>	<b>:</b>	<b>18</b>

## INTRODUCTION

This course aims at enhancing understanding of scholars about significance of early childhood period (up to 8 years) in education; and various historical and theoretical perspectives on child development /related concepts. Policies and programmes of Early Childhood Care and Education (ECCE) in other countries and, also in India, particularly National Policy on ECCE, 2013 and their implementation will be discussed to develop a critical understanding of contexts and issues. ECCE in national and international declarations will be examined. Scholars will be exposed to some innovative efforts undertaken in India.

The course will focus on building an appreciation of all issues relating to planning and management of early childhood education for access, equity, quality and transition. Specific impact of ECCE on education as well as broader impact on health and nutrition; and equity, etc. will also be dealt with. Trans-disciplinary approach will be adopted in building an understanding of ECCE drawing upon the disciplines of Education, Psychology, Sociology, Anthropology, Gender Studies and Social Work.

## LEARNING OBJECTIVES

- Understand the significance of ECCE.
- Review policies relevant to ECCE.
- Understand the policy implementation after 2013 and contextualisation of policy in various states.
- Develop ability to critically analyse ECCE programmes and impact of ECCE.



## COURSE CONTENTS

### Unit I. Rationale for Early Childhood Care and Education (05 Sessions)

The Unit will cover: goals, objectives and need of early childhood care and education; ECCE from trans-disciplinary perspective (Psychology, Education, Sociology, Anthropology; Health and Nutrition; Social Work and Gender Studies); school readiness and smooth transitions for quality assurance, historical perspective and contribution of educational philosophers in early childhood care and education - John Locke, Jean-Jacques Rousseau, Maria Montessori, Lev Vygotsky, Friedrich Froebel, Rabindra Nath Tagore and Gijubhai Badehka, Convergence as a Strategy for Sustainable Development through ECCE, Debate on Extension of RTE to Pre-school education, Diversity of ECCE Providers, Quality standards for implementation of ECCE programmes.

#### Essential Readings

- Barbara J. Taylor (2002). Early Childhood Program Management, People and Procedures, 4th edition. Pearson Education, Merrill Prentice Hall; 2002. # 0-13-032630-5.
- Curtis, A. and Hagen, M., (2009). Care and Education in Early Childhood: A Student's Guide to Theory and Practice, Oxford: Routledge
- Mary, Eming Young (Ed) (2002). Early Childhood Development to Human Development. The World Bank, Washington DC.
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- Woodhead, Martin; Ames, Patricia; Vennam, Uma; Abebe, Workneh and Streuli, Natalia (2009). *Equity and quality? Challenges for early childhood and primary education in Ethiopia, India and Peru*. Bernard van Leer Foundation, The Hague, Netherlands.
- Woodhead, Martin; Rossiter, Jack; Dawes, Andrew; and Pankhurst, Alula (2017). *Scaling-up Early Learning in Ethiopia: Exploring the Potential of O-Class*. Young Lives, Oxford Department of International Development (ODID), University of Oxford, Oxford.
- Yoshikawa H. and Kabay S. (2015). The Evidence Base on Early Childhood Care and Education in Global Contexts - Education for All 2000-05: Achievements and Challenges, United Nations Education, Scientific and Cultural Organization - Education for All Global Monitoring Report.

### Unit II. Growth and Development During Early Childhood (05 Sessions)

The Unit will cover: growth and development, evidence from brain research, holistic development and learning, deprivation in early years, heredity vs. environment debates, developmental theories explaining human growth from conception to early childhood - Piaget, Bruner, Freud, Erikson, Freud; principles of growth and development; major areas of development; critical periods; developmental tasks; relationship between physical growth and education /health & nutrition in the Indian context; and school readiness.

### Essential Readings

- Brierley, J. (1994). Give me a child until he is seven: Brain studies and early childhood education (2nd Ed.). London: The Falmer Press.
- Hurlock, E. B. (1978). Child growth and development. Tata McGraw-Hill Education.
- John, S. (1998). 'Child Development' (8th Edition) Mc-Graw Hill.
- Peltzman B.R. (1998). Pioneers of Early Childhood Education: A Bio-Bibliographical Guide, Greenwood Press.

## Unit III. Policies and Programmes (04 Sessions)

Policy framework in developed and developing nations; national and international policies relevant to ECCE; policy implementation after 2013, contextualisation of the ECCE policy in various states; major programmes; innovative practices; role of state ECCE councils .ECD in Five Year Plans; ECCE in the context of RTE Act, 2009, issues in planning for access, equity, quality and transition; and policies and practices for inclusive education.

### Essential Readings

- 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.
- Education Report. New Delhi: Oxford University Press.
- 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)
- Government of India, (2013). Ministry of Women and Child Development (MWCD). Integrated Child Development Scheme (ICDS), Annual Reports (2006-2012).
- 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)”
- Kamerman S.B. (October 2002). Early Childhood Care and Education and other Family Policies and Programs in South-East Asia, UNESCO - Early Childhood and Family Policy Series No.4.
- Kaul, Venita (2002). Early Childhood Care and Education. In: R Govinda (Ed.) (2002) India.
- Kaul, V. and Sankar D. (2009). Early Childhood Care and Education in India - Education for All - Mid Decade Assessment, National University of Educational Planning and Administration, New Delhi.
- Ministry of Women and Child Development, (2012). Draft National Early Childhood Care and Education Policy.
- NCERT. (2006). National Focus Group on Early Childhood Education. Position paper. NewDelhi:NCERT
- Neumann, M.J. (2000). Early Childhood Education and Care Policy: International Trends and Developments. International Journal of Educational Research -. Vol. 33, Number 1. U.S.A, Pergamon.
- Peltzman, B.R. (1998). Pioneers of Early Childhood Education: A Bio-Bibliographical Guide, Greenwood Press.



- Sood, N. (2014). Meaningful Access and Quality of Preschool Education in India, Germany: Lap Lambert, pp. 125, ISBN 978-3-8473-4013-3.
- Sood, N. (2017). National Consultation on Promoting Convergence and Coordination in ECCE – Report (Mimeo).
- Tang Q., (June 2013). Early Childhood Care and Education (ECCE) - Education Sector Technical Notes, United Nations Education, Scientific and Cultural Organisation.
- Vergas-Baron E., (2015). Policies on Early Childhood Care and Education: Their Evolution and some impacts, United Nations Education, Scientific and Cultural Organisation - Education for All Global Monitoring Report.

### Unit IV. Impact of ECCE (04 Sessions)

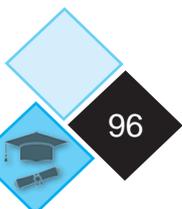
Impact of ECCE on access, participation and quality of education as well as indirect impact on gender equality, health and nutritional status, long-term impact on development, etc. will be examined drawing upon available literature.

#### Essential Readings

- Barnett, W. S. (1995). Long-term effects of early childhood programs on cognitive and school outcomes. The Future of Children [http://www.futureofchildren.org/lto/02\\_lto.htm](http://www.futureofchildren.org/lto/02_lto.htm)
- Benasich, A. A., Brooks-Gunn, J., and Clewell, B. C. (1992). How do mothers benefit from early intervention programs? Journal of Applied Developmental Psychology, 13, 311-362.
- Buntaine, R. L., and Costenbader, V. K. (1997). The effectiveness of a transitional pre-kindergarten program on later academic achievement. Psychology in the Schools, 34, 41-50.
- Swaminathan M.S., (June 2000), Quality matters! Understanding the relationship between Quality of Early Childhood Education and Learning Competencies of Children: An Exploratory Study in Tamil Nadu, M. S. Swaminathan Research Foundation, No. 4.
- UNESCO and UNICEF (2012). Asia-pacific end of decade notes on education for all, EFA Goal 1, Early Childhood Care and Education, UNESCO Bangkok, UNICEF EAPRO and UNICEF ROSA <https://www.unicef.org/rosa/217145e.pdf>

## COURSE TRANSACTION AND EVALUATION MODALITIES

- Modes of Course Transaction:** Transaction will be mainly through an interactive style such as seminars, workshops or classroom discussions. Scholars will be expected to access relevant literature from varied sources, read the same and prepare critique for some topics, before detailed discussions during contact sessions.
- Modes of Student Assessment and Evaluation:** 40 per cent weightage will be given to internal assignment consisting of term paper/seminar presentation, and 60 per cent weightage to the term-end written examination.



## SUGGESTED READINGS

- Barnett, W. S., and Ackerman, D. J. (2007). Boundaries with early childhood education: The significance of the early childhood frontier for elementary and secondary education. The state of education policy research. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Barnett, W. S. (2008). Preschool education and its lasting effects: Research and policy implications. Great Lakes Center for Education Research & Practice.
- Boyer, E. L. (1987). Early schooling and the nation's future. *Educational Leadership*, 44, 4-6.
- Grubb, W. N. (1991). Choosing wisely for children: Policy options for early childhood programs. In S. L. Kagan (Ed.), *The care and education of America's young children: Obstacles and opportunities* (pp. 214-236). Chicago: University of Chicago Press.
- John, S. (1998). 'Child Development', 8th Edn. Mc-Graw Hill.
- Kagan, S. L. (1987). Early schooling: On what grounds? In S. L. Kagan and E. F. Zigler (Eds.), *Early schooling: The national debate* (pp. 3-23). New Haven and London: Yale University Press.
- King, Maurice, and Felicity. (n.d.). *Primary Child Care Book One.*, England: TALC.
- Kaul, V. and Sankar, D. (2009). *Early Childhood Care and Education in India - Mid Decade Assessment*, NIEPA .
- Kaul Venita and Chaudhari Bhargharh Aparajita. *The India Impact Study*, CECED, Ambedkar University Delhi
- Karoly, L.A. et al (1998). *Investing in our Children*, RAND.
- Mehendale, A. *Handbook for Local Authorities on The Commissions for Protection of Child Rights Act & Grievance Redressal under The Right of Children to Free and Compulsory Education Act, 2009*, National Law School of India.
- Myers, R. G. (1995). *The Twelve Who Survive: Strengthening Programmes of Early Childhood Development in the Third World*, Ypsilanti, Mich., High/ Scope press.
- M. S. Swaminathan Research Foundation (1995). *Suraksha - Monograph Series 1-9*. Madras.
- MWCD. (2012). *Draft National Early Childhood Care and Education Policy*, [http://wcd.nic.in/schemes/ECCE/National ECC Policy draft\(1\).pdf](http://wcd.nic.in/schemes/ECCE/National ECC Policy draft(1).pdf)
- National Institute of Public Cooperation and Child Development (1992). *National Evaluation of ICDS*. New Delhi.
- National Council of Applied Economic Research (2001). *Concurrent Evaluation of ICDS - National Report*. New Delhi.
- Stanford, A (1985). *A Planning Guide to the Preschool Curriculum*. Chapel Hill, NC: Chapel Hill Training – Outreach Project.
- Sood, N. (2003). *Planning and Management of Early Childhood Education: A Case of Himachal Pradesh*. Occasional Paper 32, New Delhi: National Institute of Educational Planning and Administration.
- UNESCO (2002). *Integrating Early Childhood into Education: The Case of Sweden*. Paris, (UNESCO Policy Brief on Early Childhood).



- UNESCO (2006). Cross-national Compilation of National ECCE Profiles. Geneva: UNESCO International Bureau of Education
- UNESCO- EFA (2006) .Global Monitoring Report Policy (2006) Literacy for Life. Paris.
- UNESCO (2007). Global Monitoring Report: Strong Foundations. Early Childhood Care and Education, UNESCO Paris.
- UNICEF (2009). State of the World's Children: Celebrating Convention on the Rights of the Child. UNICEF.
- UNESCO and UNICEF (2012). Asia-pacific end of decade notes on education for all, EFA Goal 1, Early Childhood Care and Education, UNESCO Bangkok, UNICEF EAPRO and UNICEF ROSA.
- UNESCO- EFA.(2013). Global Monitoring Report, Policy Paper, 08 May 2013.
- Whitebread D. (2003). Teaching and Learning in the Early Years, Routledge Falmer.
- Wisconsin Council on Children and Families, Brain Development: (2007). The Early Years, Quality Matters: A Policy Brief Series on Early Care and Education, Winter Vol.1.
- World Bank (2007). EFA Global Monitoring Report - Early Childhood Care and Education. Washington D. C. World Bank.
- World Bank (2004). Reaching Out to the Child: An Integrated Approach to Child Development. New Delhi, Oxford University Press.

# OC-7: EQUITY AND MULTICULTURAL EDUCATION

<b>Title</b>	<b>:</b>	<b>Equity and Multicultural Education</b>
<b>Credits</b>	<b>:</b>	<b>1</b>
<b>Sessions</b>	<b>:</b>	<b>18</b>
<b>Credit Hours</b>	<b>:</b>	<b>18</b>

## INTRODUCTION

The course on Equity and Multicultural Education aims at providing both theoretically and empirically informed understanding of the concept, idea and dimensions of equity and multicultural education. Since the concern of equity is at the heart of multicultural education, the course would attempt to explore and analyse the linkage between equity and multicultural education. While exploring the linkage, attempt would be made to understand and analyse both the sources and sites of exclusion in education and equity thrust of multicultural education.

The concept, dimensions, policies and practices of promoting equity through multicultural education will be discussed both in the context of international experiences and in the specific contextual setting of cultural diversity and group-based inequality and exclusion in education in India. The course will help students develop understanding of various issues, dimensions and practices of exclusion in education and imperatives of policy and planning for equity and multicultural education in India.

## LEARNING OBJECTIVES

- To develop conceptual and theoretical understanding of various issues, dimensions of equity and multicultural education.
- To prepare scholars to develop perspective and identify issues of research on the themes of equity and multicultural education.
- To equip the scholars to develop and use tool for researching issues of equity and diversity.



## COURSE CONTENTS

### Unit I. Equity in Education: Concept, Policies and Practices (03 Sessions)

- Concept of Equity and its Linkage with the Concept of Equality, Equality of Opportunity and Justice; Equity as an Idea, as Entitlement and Claim and Necessity for Inclusion in Education.
- Policy Response to Diversity and Equity: Affirmative Action Policy in Education; Curriculum Policy and Pedagogical Practices, Students Diversity and Classroom Transaction.
- Equity as a Principle and Policy Concern in Education in India.

#### Essential Readings

- Hasan, Zoya and Nussbaum, Martha C. (Eds.) (2012). *Equalizing Access: Affirmative Action in Higher Education in India, United States, and South Africa*, New Delhi: Oxford University Press.
- Hutmacher, Walo, Cochrane, Douglas and Bottani, Norberto, Bottani (Eds.) (1997). *In Pursuit of Equity in Education: Using International Indicators to Compare Equity Policies*. Boston: Kluwer, Academic.
- Lall, Marie and Geetha B. Nambissan (Eds.) (2012). *Education and Social Justice in the Era of Globalisation: Perspectives from India and the UK*, Routledge.
- Lee, W.O (2004). *Equity and Access to Education: Themes, Tensions and Policies*, ADB, Manila.
- Singh, A.K. (2016). *Education and Empowerment in India: Policies and Practices*. New Delhi: Routledge.
- Varghese, N.V.; Sabharwal, N.S. and Malish, C.M. (2018). *India Higher Education Report 2016: Equity*, New Delhi: Sage.

### Unit II. Intergroup Disparities and Education of Disadvantaged Groups (07 Sessions)

This Unit of the course aims at understanding the context and issues of inter-group disparities and exclusion in education. It would specifically analyse the issues of educational deprivation of the disadvantaged groups in India. Attempt would also be made to understand the sources and sites of education exclusion and policy intervention in the direction of their redressal.

- Intergroup Disparities and Differential Access to Quality Education: Sources of Deprivation and Exclusion - Class, Caste, Religion, Language, Region, Location and other Identity-based Exclusion Impacting Enrolment, Performance and Completion at Different Levels of Education.
- Sites of Exclusion in Education - Within the Institution and Classroom; and Outside Institutional Setting.
- Educational issues relating to the Scheduled Castes, Scheduled Tribes, Minorities, Girls, Differently-abled Persons, Students from Rural Background, Urban Poor and Slum Dwellers, Migrant Children, etc.



### Essential Readings

- Deshpande, Satish and Usha Zacharias (Eds.) (2013). *Beyond Inclusion: The Practice of Equal Access in Indian Higher Education*, Routledge.
- Marginson, S. (2011). Equity, Status and Freedom: A Note on Higher Education, *Cambridge Journal of Education*. 41,(1), pp 23-36.
- Mehta, G.S. (1990). *Equity Role of Education in Economic Opportunities between Scheduled Castes/Tribes and General Caste Segments*, Lucknow, Giri Institute of Development Study.
- Ramachandran, Vimala (Ed.) (2004). *Gender and Social Equity in Primary Education: Hierarchies of Access*, New Delhi, Sage Publications.

## Unit III. Diversity, Multicultural Education (05 Sessions)

This Unit of the course aims at providing understanding the conceptual, theoretical and contextual dimensions of diversity and multicultural education. The Unit will attempt to understand and analyse the linkage between equity and multicultural education. It will also deal with the context, policies and practices of multicultural education in comparative context.

- Multicultural Education: Concept, Theory and Dimensions.
- Group Diversity, Identity Claims and Equity Concerns in Education: Competing Claims of Multicultural and Citizenship Education.
- Policies and Practices of Multicultural Education (USA, UK, Canada, Australia etc.).
- Indian Context of Diversity and Multicultural Education.

### Essential Readings

- Banks, James (Ed.) (2009). *The Routledge International Companion to Multicultural Education*, New York: Routledge.
- Banks, Cherry A. McGee and James A. Banks (1995). Equity Pedagogy: An Essential Component of Multicultural Education, *Theory into Practice*, Vol. 34, No. 3, pp.152-158.
- Ghosh, Ratna (2004). Public Education and Multicultural Policy in Canada: The Special Case of Quebec, *International Review of Education*, Vol. 50, No. 5/6 , pp. 543-566.
- Gutman, Amy (1995). Civic Education and Social Diversity, *Ethics*, Vol. 105, No. 3, pp. 557-579.

## Unit IV. Language Issue in the Framework of Equity and Multicultural Education (03 Sessions)

Language plays crucial role in educational transaction. It may lead to exclusion for some and exclusion for others reflected in learning achievement and educational outcomes of the children in multilingual context. This Unit of the course will attempt to capture the multifold dimensions of language issues in education.



- Language Diversity and Critical Issues of Educational Transaction.
- Language Policy and Planning in Education in India.
- Linguistic Minorities and Language Rights in Education.

### Essential Readings

- Biseth, Heidi (2009). Multilingualism and Education for Democracy, *International Review of Education/ Internationale Zeitschrift für Erziehungswissenschaft / Revue Internationale de l'Education*, Vol. 55, No. 1, pp.5-20.
- Laitin, David D. (1989). Language Policy and Political Strategy in India, *Policy Sciences*, Vol. 22, No. 3/4, *Policy-making in Developing Countries* (1989), pp.415-436.
- Odugu, Desmond I. (2011). *Education Language Policy Process in Multilingual Societies: Global Visions and Local Agendas in India, Nigeria and UNESCO*, DESMOND IKENNA ODUGU CHICAGO, IL.
- Sridhar, Kamal K. (1996). Language in Education: Minorities and Multilingualism in India, *International Review of Education*, Vol. 42, No. 4, pp. 327-347.

## COURSE TRANSACTION AND EVALUATION MODALITIES

- a) The course will be transacted through lectures, discussion and seminar presentations, with an emphasis on reflection and debate.
- b) Use of audio-video materials and discussion on cases relating to equity and multicultural education would form the integral part of the course transaction.
- c) The scholars will be encouraged to access data, use of indicators for analysing the issues. They will be provided with some exposure to use index of diversity and equity in education relevant to the thematic areas of research on equity and diversity.
- d) Assessment and evaluation in the course will be made on the basis students' performance in different components of course transaction which will include term paper and seminar presentation and term-end examination. Distribution of weightage of different components of assessment and evaluation will be as follows:

Activities	Weightage (per cent)
Term paper and seminar presentation:	40
Term-end examination:	60

## SUGGESTED READINGS

### Books

- Abowitz, Kathleen Knight and Harnish Jason (2006). Contemporary Discourses of Citizenship, *Review of Educational Research*, Vol. 76, No. 4 pp. 653-690.
- Banks, James A. and Cherry A. McGee Banks (2003). *Handbook of Research on Multicultural Education, 2nd Edition*.
- 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.
- Garratt, Dean and Piper Heather (2012). Citizenship Education and Philosophical Enquiry: Putting Thinking Back into Practice, *Education, Citizenship and Social Justice*, Vol. 7, No. 7.
- Gewirtz, Sharon, Ball, Stephen J. and Bowe, Richard (1995). *Markets, Choice and Equity in Education*, Buckingham, Open University Press.
- Lagerspetz, Eerik (1998). On Language Rights, Ethical Theory and Moral Practice, Vol. 1, No. 2, *Nationalism, Multiculturalism and Liberal Democracy*, pp. 181-199.
- Lindsay, Beverly and Justiz, Manual (2001). *Quest for Equity in Higher Education*, New York, State University Press.
- McMurray, Alan and Niens, Ulrike (2012). Building Bridging Social Capital in a Divided Society: The Role of Participatory Citizenship Education, *Education, Citizenship and Social Justice* 7(2) 207- 221.
- Sabharwal, N.S. and Malish C.M. (2016). Student Diversity and Civic Learning in Higher Education in India, *CPRHE Research Paper 3*, New Delhi, CPRHE/NIEPA.
- Skrla, Linda and Scheurich, James. Joseph (2004). *Educational Equity and Accountability: Paradigms, Policies and Politics*, New York: Routledge Falmer.
- Stringfield, S. (2006). *Equity in Education: Experiences and Directions for Developing and Developed Countries – Contexts of Learning*, Routledge, UK.
- Teese, Richard; Lamb Stephen; and Durce Bellet Marie (Eds.) (2006). *Education and Equity International Perspectives on Theory and Policy*, Springer, UK.
- UNDP (2004). *Human Development Report 2004: Cultural Liberty in Today's Diverse World*, New Delhi: Oxford University Press.
- Walker, Melanie (2003). Framing Social Justice in Education: What Does the 'Capabilities' Approach Offer? *British Journal of Educational Studies*, Vol. 51, No. 2.
- Williams, Jenny (Ed.) (1997). *Negotiating Access to Higher Education: The Discourse of Selectivity and Equity*, Buckingham: Society for Research into Higher Education.



## OC-8: DEMOCRACY, HUMAN RIGHTS AND EDUCATION

<b>Title</b>	<b>:</b>	<b>Democracy, Human Rights and Education</b>
<b>Credits</b>	<b>:</b>	<b>1</b>
<b>Sessions</b>	<b>:</b>	<b>18</b>
<b>Credit Hours</b>	<b>:</b>	<b>18</b>

### INTRODUCTION

The contemporary world order, as it has emerged following the two World Wars, is characterised by a remarkable ‘international normative universality’ of human rights (Donnelly, 2003, p.i). Alongside, the waves of democratisation in erstwhile colonies, the other normative aspect of this new world order have been the acceptance of legal obligations to implement these rights by more than three quarters of the world’s states. Becoming parties to International Human Rights covenants, these states have demonstrated their acceptance of both the content of human rights, as also its implementation regime.

The normative universality neither asserts historical particularity, nor does it preclude debates on the plural origins of human rights. To the contrary, beginning with a core of civil and political rights, its ambit now includes many economic and social rights, and the right to development as basic to a life of dignity. Also, acceptance of diversity and differences are a distinguishing feature of the international human rights regime.

The objective of this course is to familiarise scholars with the conceptual and practical dimensions of the international human rights discourse. It does so by first grounding the origins in a critical understanding of rights, and its significance in a democracy. It then overlays this with the emergence of an international human rights regime, and finally provides the evolution of human rights ideas in the discourse on development. It concludes with a discussion of the evolution and of the Right to Education in India.

### LEARNING OBJECTIVES

- To familiarise scholars with basic concepts of rights, specifically human rights in a democracy;
- To familiarise scholars with the international regime for human rights; and
- To familiarise scholars with concepts of international development and education as a human right.

## COURSE CONTENTS

The Course Contents are a mix of the following critical themes:

- Conceptual discussions on rights, significance of rights in a democracy, and for a life with human dignity.
- Evolution and working of an international regime of human rights.
- Expansion of the ambit of human rights to include the right to development.
- Finally, the evolution and working of the Right to Education in India is seen as an instance of the working of a human right to development within a democratic state system.

### Unit I. Human Rights and the Rights Discourse (04 Sessions)

- Understanding Rights -The concept of Natural Rights - Hugo Grotius and John Locke; its critique by utilitarian thinkers such as Jeremy Bentham.
- Rights in a Democracy: Legal positivism and Rights - H.L.A. Hart and Ronald Dworkin's moral conception of rights.
- Understanding how rights work - Rights as claims and as entitlement.
- A Conceptual Overview of Human Rights - Universalism, Foundations in Natural Rights, Pluralist Approaches to Human Rights, Diversity and Difference as a Critique of Universalism.

### Unit II. Evolution and Functioning of the International Human Rights Regime (07 Sessions)

- Background and Development - Decline of rights, the two World Wars, and the revival of rights in the UN system.
- The Universal Declaration of Human Rights, its acceptance as a normative regime by sovereign democratic states; states as promoters and protectors of human rights, the UN system and human rights.
- Civil and Political Rights -The International Covenant on Civil and Political Rights (ICCPR); the ICCPR Human Rights Committee - Powers Functions and Performance.
- Economic and Social Rights (ESR) - Competing conceptions of ESR; problem of resources; ESR in democratic Constitutions and its administration.

### Unit III. Development, Democracy and Human Rights (07 Sessions)

- Development as a right to life with dignity; the UN and the right to development.
- Human development as an approach - the ideas of Mahbub-ul-Haq and Amartya Sen; Human development as a norm for global development - the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs).
- Education as a human right; global focus on Education For All as an MDG, and as an SDG.



- The Right to Education in India - Precedents, Evolution of the Rights Regime; Challenges of Implementation and Future horizons.

## COURSE TRANSACTION AND EVALUATION MODALITIES

- The course is to be transacted in seminar and lecture mode for 15 contact hours.
- In addition to (a) above, three contact hours will be devoted to building research capacity by way of literature consultation in the relevant area, and writing of seminar papers by students.

The evaluation of scholars will be done on the basis to internal assignment consisting term paper and seminar presentation and also the term-end written examination. The weightage to internal assignment will be 40 per cent while for the term-end examination, the weightage will be 60 per cent.

## SUGGESTED READINGS

- Alston, Philip and Ryan Goodman (2012). *International Human Rights: The Successor to International Human Rights in Context*, Oxford.
- Centre for Development and Human Rights (2004). *The Right to Development: A Primer*, Sage, New Delhi.
- Clapham, Andrew (2015). *Human Rights: A Very Short Introduction*, OUP.
- Donnelly, Jack (2003). *Universal Human Rights: In Theory and Practice*, Cornell University Press.
- Dworkin, Ronald (1978). *Taking Rights Seriously*, Harvard University Press.
- Freeman, Michael (2002). *Human Rights :An Interdisciplinary Approach*, Polity Press.
- Gready, Paul and Wouter Vanderhole (Ed.) (2014). *Human Rights and Development in the New Millennium: Towards a Theory of change*, Routledge.
- Messer, Ellen (1997). "Pluralist Approaches to Human Rights", *Journal of Anthropological Research*, Vol. 53, No.3, pp.2 93-317.
- Pogge, Thomas W. (2002). *World Poverty and Human Rights: Cosmopolitan Responsibilities and Reforms*, Polity Press.
- Priyam, Manisha, Krishna Menon, Madhulika Banerjee (2009). *Human Rights, Gender, and the Environment*, Pearson-Longman, New Delhi.
- Sengupta, Arjun (2002). "On the Theory and Practice of the Right to Development," *Human Rights Quarterly* 24 (2002): 837-89.
- Tomasevski, K. (2001). *Governmental Human Rights Obligation in Education*. Right to Education Paper No.3, Lund: Raul Wallenburg Institute of Human Rights and Humanitarian Law.
- Weiner, Myron (1991). *The Child and the State in India: Child Labour and Education Policy*, Princeton University Press.

# OC-9: EDUCATION, GENDER AND DEVELOPMENT

<b>Title</b>	<b>:</b>	<b>Education, Gender and Development</b>
<b>Credits</b>	<b>:</b>	<b>1</b>
<b>Sessions</b>	<b>:</b>	<b>18</b>
<b>Credit Hours</b>	<b>:</b>	<b>18</b>

## INTRODUCTION

Education policy seeks to ensure equality in access, equality within the classroom and in teaching-learning processes, and equality in outcomes. This course encourages scholars to assess and evaluate the extent to which these objectives are met in practice and the ways in which educational outcomes are shaped by, as well as alter, gendered social norms. The National Policy on Education (NPE) 1986 expected that education would lead the process of women's empowerment in society. The NPE (POA) 1992 promised a positive, interventionist role in the empowerment of women by educational institutions. The implementation of these objectives has largely been attempted through a focus on within-school processes, with multiple interventions in place for equality in access and educational experience within schools. However, access to education has not necessarily altered gender roles in society. While gender parity might have been largely achieved, it is less clear as to what extent the education system has contributed to strengthening the processes through which gendered norms change in society.

The course will reflect on the objectives, causes, consequences of gender equality in education, and strategies for change. It is focused on the Indian context although it will also refer to regional and global experience.

## LEARNING OBJECTIVES

- To develop conceptual understanding of gender equality in education.
- To develop a perspective on contemporary policy debates on gender and education.
- To equip students to conduct research into aspects of gender, education and development.



## COURSE CONTENTS

### Unit I. Conceptual Framework to Study Gender Issues in Education (05 Sessions)

Students will be introduced to concepts and research methods used in gender and development research, and their application to education; and the linkages between development perspectives and education.

- Basic concepts of gender, sex, gender roles and relations, gender norms and stereotypes, patriarchy and feminism.
- The historical context of gendered relations and feminist research methods (empiricism, standpoint, intersectionality, reflexivity).
- Gender analysis frameworks, and the progression from welfare, Woman in Development (WID), Woman and Development (WAD), Gender and Development (GAD), to empowerment and capabilities.
- Development trajectories, social movements, and role of education in post- Independence India.

#### Essential Readings

- Chanana, Karuna (2001). ‘The social context of women’s education in India 1921-47’, in K. Chanana, *Interrogating Women’s Education*, Rawat Publications: Jaipur and New Delhi, pp. 83-126.
- Harding, Sandra (1987): “Introduction: Is there a feminist method?”, in Sandra Harding (ed.) *Feminism and Methodology: Social Science Issues*, Indiana University Press: Bloomington and Indianapolis, available at:
- <http://academic.evergreen.edu/curricular/ATPSMPA/harding%20feminist%20research%20method.pdf>.
- 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.
- Rao, Nitya and Caroline Sweetman (2014): Introduction to Gender and Education in *Gender & Development* Volume 22, 2014 - Issue 1: Education, Pages 1-12 | Published online.
- Esquivel, Valeria and Caroline Sweetman (2016). Gender and the Sustainable Development Goals, pp. 1-8 | Published online: 03 Mar in *Gender and Development*, Volume 24, 2016 - Issue 1: Sustainable Development Goals.
- Unterhalter, Elaine (2005). “Fragmented frameworks? Researching women, gender, education and development”, in Sheila Aikman and Elaine Unterhalter (Eds.) *Beyond Access: Transforming policy and practice for gender equality in education*, Oxfam GB, Oxford at <http://policy-practice.oxfam.org.uk/publications/beyond-access-transforming-policy-and-practice-for-genderequality-in-education-115410>.

## Unit II: Understanding Gender Equality in Education (05 Sessions)

### Situation Analysis (03 Sessions)

Scholars will be introduced to gender statistics with a focus on education; data from official data sources NSSO (latest round), Census, DISE, NFHS, as well as other selected surveys (NCAER HDR, ASER reports for example) will be used to illustrate the gender gaps in educational indicators.

- Understanding intersectionality in education through the data.
- Gender budgeting and data-based advocacy.

### Expected Outcomes of Gender Equality in Education (02 Sessions)

Gender equality in education is expected to reflect in outcomes such as higher work participation levels; informed citizenship and political participation; shifting social norms of gender roles and responsibilities.

- Education, women's work and social change.
- Education and women's political participation.

### Essential Readings

- 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.
- Jayal, Niraja G. (2003). 'Locating gender in the governance discourse', in Martha Nussbaum, Amrita Basu, Yasmin Tambiah, Niraja Gopal Jayal, *Essays on Gender and Governance*, Human Development Resource Centre, UNDP, Delhi, pp. 96-134 at:
- [http://www.undp.org/content/dam/india/docs/essays\\_on\\_gender\\_and\\_governance.pdf](http://www.undp.org/content/dam/india/docs/essays_on_gender_and_governance.pdf)
- 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.
- 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.
- 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.



## Unit III. Gender and Education Policy (08 Sessions)

### Gender Equality Goals in Policies and Programmes (03 Sessions)

- The development of international goals for gender equity, including the Beijing Platform for Action and the MDGs.
- National goals of gender equality as expressed in national policy documents, including the Five Year Plans.
- Government interventions, including the Mahila Samakhya programme; KGBV; financial and other incentives for girls' education; reservation, specially-designed courses for specific groups, training.

### Civil Society and Educational Innovations (02 Sessions)

- Many educational innovations for girls' education have originated from civil society organisations (residential schooling, gender sensitive curriculum, life skills education, etc): issues involved in upscaling and replication of best practices.

### Evaluating Education Programmes with a Gender and Equity Lens (03 Sessions)

Scholars will be introduced to an evaluation framework that uses standard OECD-DAC criteria of relevance, efficiency, effectiveness, impact and sustainability while capturing gender and equity issues.

- The principles of feminist evaluation.
- Tools useful in evaluating education programmes.

### Essential Readings

- Anne Okkolin Mari (2016). *Education, Gender and Development: A Capabilities Perspective*, Routledge, UK.
- Hay, Katherine (2012). *Engendering Policies and Programmes through Feminist Evaluation: Opportunities and Insights*, *Indian Journal of Gender Studies*, June, 19: 321-340.
- Mazumdar, Vina (Ed.) (2012): *Education, equality and development: persistent paradoxes in Indian women's history*, CWDS, Pearson.
- Menon-Sen, Kalyani (2012). "Mahila Samakhya: songs of change in a minor key?", in Vimala Ramachandran and Kameshwari Jandhyala (Eds) (2012): *Cartographies of Empowerment: The story of Mahila Samakhya*, New Delhi: Zubaan Books.
- Ramachandran, Vimala (2012). 'Evaluating gender and equity in elementary education: reflections on methodologies, processes and outcomes', *Indian Journal of Gender Studies*, 19(2): 233-258.

## COURSE TRANSACTION AND EVALUATION MODALITIES

- a) **Modes of Course Transaction:** The course will be transacted mostly in seminar/ workshop mode, with minimal lectures. Scholars will be encouraged to read widely, use a variety of materials and sources, including official data, policy documents, field studies, contemporary fiction and films in addition to academic literature. Throughout the course, they will be expected to work independently or in groups.
- b) **Modes of Assessment and Evaluation:** Each scholar will be expected to prepare two short papers and make presentations based on these papers. They will be evaluated on the basis of these papers and presentations besides the term-end examination. The weightage to internal assignment will be 40 per cent and, for the term-end written examination, the weightage will be 60 per cent

## SUGGESTED READINGS

- Batliwala, S. (1993). *The Empowerment of Women in South Asia: Concepts and Practices*. New Delhi: Sage. Goetz.
- Anne Marie (2004). *Women's Education and Political Participation*. Background Paper for the Education For All Report, UNESCO.
- Goldin, Claudia (2006). 'The quiet revolution that transformed women's employment, education and family', *American Economic Review*, 96, pp.1-21.
- Govinda, Radhika (2012). Mapping 'Gender Evaluation' in South Asia, *Indian Journal of Gender Studies*, June, 19: 187-209.
- 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.
- Ramachandran, Vimala and Kameshwari Jandhyala (Eds.) (2012). *Cartographies of Empowerment: the Story of Mahila Samakhya*, New Delhi: Zubaan Books.
- 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)



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

<b>Title</b>	<b>: Education, Literacy and Lifelong Learning</b>
<b>Credits</b>	<b>: 1</b>
<b>Sessions</b>	<b>: 18</b>
<b>Credit Hours</b>	<b>: 18</b>

### INTRODUCTION

Sustainable Development Goals (SDG 4) call on nations to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (WEF 2015). Literacy and numeracy are indispensable not only to achieve these goals and the 10 related targets set out in the Education 2030 Framework of Action, but also to meet the other 16 SDGs. However, literacy and numeracy can only unfold their full potential to ‘transform our world’ if they are approached from lifelong learning perspective (Hanemann, 2015) and brought closer to people’s lives through integrated, multi-sectoral approaches that draw the focus from supply to demand. Achieving this goal means working towards literate families, literate communities and literate societies made up of confident and effective lifelong learners.

Learning to learn is best understood as a competency: the capability of putting knowledge, skills, attitudes and values effectively into action, as well as a fluid policy discourse in the context of ever-changing demands emerging from individuals, society and markets. In the era of globalisation and liberalisation, people are expected to use their knowledge and skills effectively and contribute to the society in many different social settings. Developments in technologies and markets, over the last decades, have put new pressure on education system and the state is expected to deliver ‘quality education’ and ‘competencies for life’ to all people. The challenge for education system, therefore, is not only to acquire literacy but also to create an enabling environment to encourage learning throughout life using opportunities of both formal and non-formal learning, as learning takes place both informally as well as formally. The policy shifts from employment to employability, or education to learning are some of the major paradigm shifts in this regard. The new approaches to literacy improvement and lifelong learning promise to reduce the educational divide between different social groups and also between ‘have’ and ‘have not’, leading to sustainable development of society. However, they are not free from criticisms.

The course will provide an in-depth and critical understanding about different initiatives that have been undertaken to promote literacy and lifelong learning. It will also familiarise the scholars with

the changing contours of lifelong learning and provide input for establishing a linkage between literacy and lifelong learning. The course will also focus on the approaches to lifelong learning and benefits of literacy to development and livelihood.

## LEARNING OBJECTIVES

- To gain a broad and comparative understanding of historical and contemporary trends and dimensions of education, literacy and lifelong learning at international and national level.
- To acquire knowledge and understanding of the global policies and innovative programmes of adult, continuing and lifelong learning with special focus on India;
- To get a basic knowledge and understanding of the conceptual aspects of lifelong learning campaigns and gain insights into the operational dimensions of the programme;
- To draw insights to evolve new strategies to tackle the problem of planning for lifelong education in Indian contexts;

## COURSE CONTENTS

### Unit I. Lifelong Learning : Theories and Perspectives (04 Sessions)

Concept and linkages of education, literacy and life-long learning: Historical perspective, antecedents of lifelong learning discourse, and the post-2015 agenda shall be discussed.

### Unit II. Literacy and Lifelong Learning (02 Sessions)

This theme will focus on the trends and issues in conceptualising and operationalising literacy from a lifelong learning perspective; Haneman Theory, etc

### Unit III. Lifelong Learning and Democracy: The Challenges of the Twenty-first Century (03 Sessions)

Universal right to literacy and basic education, role of lifelong learning and literacy in fostering democratic values and quality of life.

### Unit IV. Literacy and Societal Development (03 Sessions)

Conceptual framework for developing a literate society through mass literacy programmes and how the experience of total literacy programmes has helped adult education and also impacted education, sharing of the experiences of mobile library, link library programme, community library programme, book corner, book fair, ICT impact on literacy and life-long learning along with post literacy and continuing education programmes.



## Unit V. Lifelong Learning and the Changing World of Work (03 Sessions)

Aligning lifelong learning and literacy with changing world of work: soft skills, ICT, critical thinking, networking, etc. Adult learning is a continuous and recurrent learning process that takes place through the entire working life. Aspects of adult learning that include attitudes, values, behavioural patterns, in addition to technical skills, as well as core skills such as critical analysis and teamwork will be discussed; a few case studies will be discussed

## Unit VI. Skill Development and Knowledge Society (03 Sessions)

Developing entrepreneurship and employable skills amongst the people to keep pace with modern technologies is essential for the progress of individuals and nation. The lifelong learning can play a vital role in imparting skills across different sections of population. Developing skills and lifelong learning should be converged. In view of these organic linkages, the course will also discuss various facets of skill development of adolescent and youth population in relation with the adult and continuing education.

## COURSE TRANSACTION AND EVALUATION MODALITIES

Course transaction will be a mix of theory and practices in education, literacy, and lifelong learning. Scholars will be exposed to approaches to literacy and lifelong learning and various practices adopted by different countries to improve literacy and lifelong learning will be discussed. Scholars will be encouraged to critically analyse the theories and practices by reading the relevant literature on the subject. A few case studies of those countries that have been-trend setter in this field will be discussed.

Evaluation will be done on the basis of the following criterion:

End-term Examination	60 per cent weightage
Internal Assignment: Seminar paper and presentation	40 per cent weightage
Total	100%

## SUGGESTED READINGS

- Adler, Mortimes J. (1986). *Guidance to Learning: For a Lifelong Pursuit of Wisdom*, New York, Macmillan, 163p.
- Bhola, H. S (1988). Policy Analysis of Adult Literacy Situation in India, *Perspectives in Education*, 4(4), pp. 213-228.
- Chand, Prem (2001). Analysis of Literacy Situation in India, *Indian Journal of Adult Education*, 65(1), pp.75-91.

- Daswani, C. J. (2000). Adult Literacy in India, *Man and Development*, 22(4), pp. 37-48.
- Evans, Norman (2003). *Making Sense of Lifelong Learning: Respecting the Needs of All*, London, Routledge Falmer.
- Hanemann, U. (2014). Evolution of literacy campaigns and programmes and their impact since 2000. Background paper for the EFA Global Monitoring Report 2015. UNESCO,
- Hanemann, U. (2015). Lifelong literacy: Some trends and issues in conceptualizing and operationalizing literacy from a lifelong learning perspective. *International Review of Education – Journal of Lifelong Learning*, 61 (3), pp. 295-326.
- Jarvis, Peter (2004). *Adult Education and Lifelong Learning: Theory and Practice*, London, Routledge Falmer.
- Longworth, Norman (2003). *Lifelong Learning in Action: Transforming Education in the 21st Century*, London, Kogan Page.
- Mandal, Sayantan (2013). From Policy to Guidelines: Metamorphosis of Lifelong Learning in India: *International Journal of Lifelong Education*, Vol. 32, No. 2, pp.190–208, <http://dx.doi.org/10.1080/02601370.2012.733973>
- Mishra, Lakshmidhar (1992). Total Literacy Campaign: Still an Unwritten Chapter in Indian History, *Mainstream*, 30(47), pp. 20-28.
- Patel, Ila (2009). *Adult Literacy and Lifelong Learning in India, Education for All: Mid Decade Assessment*, NUEPA, New Delhi.
- Pattanaik, B.K. (1993). Literacy, Education and Agricultural Development: A Study of Orissa, *Journal of Education of Social Change*, 7(1) pp. 29-36.
- Rogers, Alan (2002). *Teaching Adults*, Open University Press (3rd Ed).
- Rogers, Alan (2003). *What is the difference? A new critique of adult learning and teaching*, Leicester.
- Saldhana, Denzil (1999). Residual Illiteracy and Uneven Development, *Economic & Political Weekly*, 34(27 and 28) pp.1773-1789 and 1907-1939.
- Scott, William and Gough Stephen (2004). *Key Issues in Sustainable Development and Lifelong Learning: A Critical Review*, London, Routledge Falmer.
- World Bank (2003). *Lifelong Learning in the Global Knowledge Economy: Challenges for Developing Countries*, Washington D.C.
- UNESO (2016). *Formal and non-formal adult education opportunities for literacy and numeracy and other skills for acquisition and retention. Background paper prepared for the 2016 Global Education Monitoring Report. ED/GEMR/MRT/2016/P1/32*



# OC-11: ECONOMICS OF EDUCATION

<b>Title</b>	<b>:</b>	<b>Economics of Education</b>
<b>Credits</b>	<b>:</b>	<b>1</b>
<b>Sessions</b>	<b>:</b>	<b>18</b>
<b>Credit Hours</b>	<b>:</b>	<b>18</b>

## INTRODUCTION

This course is designed for the students of economics of education to understand the gradual evolution of economics of education as a discipline over the years. The developed and developing countries are grappling with issues like achieving growth with equity, unemployment and shortage of skill labour in specific sectors, redefining the role of government in social sector, the emerging knowledge economy in the context of globalization, etc. But, all these issues are directly or indirectly linked with education sector and can be addressed within the framework of education. The course is intended for the students who are supposed to have had exposure to economics at their graduation or masters level.

## LEARNING OBJECTIVES

- To develop an understanding of the evolution of economics of education as a discipline and its impact on economic growth and development of any nation and society.
- To inculcate the basic theoretical approaches to economics of education such as human capital and the rate of return approach, social choice theory, labour market theories and arguments on characteristics of education and their alternative financing options.

## COURSE CONTENTS

### Unit I. Evolution of Economics of Education as a Discipline (04 Sessions)

### Unit II. Education and Economic Growth (05 Sessions)

- 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.



- Education and knowledge economy; investment for knowledge generation.
- Education and development; capability approach, freedom, equity, social welfare and social justice.

### Unit III. Education and Labour Market (04 Sessions)

- Screening hypothesis and signalling hypothesis.
- Endogenous growth models.
- Labour market theories and skill formation.
- Education and earnings.
- International trade in higher education, migration of skilled and unskilled labour.

### Unit IV. Political Economy of Financing of Education (05 Sessions)

- Public financing; concept of externalities, merit good, public good, private good and mixed good, issue of subsidisation.
- Private financing and cost-sharing measures (student fees, student loans) and other sources of financing of education.
- Foreign aid in education.

## COURSE TRANSACTION AND EVALUATION MODALITIES

The course transaction methodology and evaluation would include the following|:

- Lecture discussion
- Reading assignments and group work/ discussions
- Seminar presentations
- Book reviews
- Term paper writing
- End-term written examination

Internal assignments will have a weightage of 40 per cent while 60 per cent weightage will be given to the term-end written examination.

#### Essential Readings

- Blaug, Mark (Ed.) (1968). *Economics of Education*, Selected Readings, Volumes I and II, Penguin Books.
- Chattopadhyay, Saumen (2012). *Education and Economics: Disciplinary Evolution and Policy Discourse*, New Delhi: Oxford University Press.

- Hanushek, E.A. and L. Woessmann (2015). *The Knowledge Capital of Nations: Education and the Economics of Growth*, Cambridge, MA: MIT Press.
- Johnes, Geraint and Johnes, Jill (Ed.) (2004). *International Handbook on the Economics of Education*, Edward Elgar Publishing Ltd.
- Khadria, Binod (1999). *The Migration of Knowledge Workers: Second Generation Effects of Brain Drain*, Sage.
- Majumdar, Tapas (1983). *Investment in Education and Social Choice*, Cambridge: Cambridge University Press.
- Psacharopoulos, George (Ed.) (1987). *Economics of Education, Research and Studies*, Pergamon Press.
- Riddell, R (2007). *Does Foreign Aid Really Work?* Oxford University Press: Oxford..
- Schultz, T. W. (1961). Investment in Human Capital, *The American Economic Review*, 51:1, pp.1-17.
- Sen, Amartya, and Dreze, J. (1996). *India: Economic Development and Social Opportunity*, Oxford University Press.
- Tilak, J.B.G. (1987). *The Economics of Inequality in Education*, Sage Publications, India.

## SUGGESTED READINGS

- Barr, Nicholas (2003). “Financing Higher Education: Comparing the Options”, London School of Economics and Political Sciences, London, UK.
- Blaug, Mark, (1989). “*Review of Economics of Education: Research and Studies*”, Psacharopoulos, G (Ed.) (1987) Oxford University Press.
- Brown, Phillip and Lauder, Hugh (1996). “Education, Globalization and Economic Development”, *Journal of Education Policy*, 11(1), pp. 1-25.
- Carnoy, Martin, (1995). “Structural Adjustment and the Changing Face of Education”, *International Labour Review*, 134(6), pp. 653-73.
- Chattopadhyay, Saumen (2009). “Market in Education: Concern for Equity and Quality”. *Economic and Political Weekly*, pp.18-24 July, 2009.
- Kapur, Devesh and Mehta, Pratap Bhanu (2004). “Indian Higher Education Reform: From Half-baked Socialism to Half-baked Capitalism”, CID Working Paper No. 108 September, Centre for International Development at Harvard University.
- Khadria, Binod, (1989). “The Subsidies Question in Higher Education - Tight-Rope Walking for Public Policy Makers in Developing Countries”, *Journal of Educational Planning and Administration*, Vol. 3, Jan. & April, pp. 43-59, New Delhi.
- Psacharopoulos, G. and Patrinos, H.A.(2005). “*Human Capital and Rates of Return*” in Johnes, G. and Johnes, J. (Ed.) *International Handbook on the Economics of Education*.Edward-Elgar.
- Romer, Paul M. (1994). “The Origins of Endogenous Growth”, *Journal of Economic Perspectives*, Volume 8, No. 1, pp. 3-22, Winter.
- Spence, M.A. (1973). Job Market Signaling, *Quarterly Journal of Economics*, 87, pp. 355-74.

- Srivastava, D.K., and Rao, Bhujanga C. (2004). “Government Subsidies in India: Issues and Approach”, in Favaro, Edgardo M. and Lahiri, Ashok (Ed.) *Fiscal Policies and Sustainable Growth in India*, Oxford University Press.
- 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. (2010). Higher Education Aid: Setting Priorities and Improving Effectiveness. *Journal of International Cooperation in Education*; Vol.13 No.2 , pp.173-187.
- World Development Report 2018: Education, The World Bank.
- Human Development Report: Human Development for Everyone, UNDP.

# OC-12: GLOBALISATION AND EDUCATION

<b>Title</b>	<b>:</b>	<b>Globalisation and Education</b>
<b>Credits</b>	<b>:</b>	<b>1</b>
<b>Sessions</b>	<b>:</b>	<b>18</b>
<b>Credit Hours</b>	<b>:</b>	<b>18</b>

## INTRODUCTION

The aim of the course is to introduce scholars to concepts and themes of globalisation and its impact on education through analysis of changing world education policies and programmes. The Unit begins with the problem of defining globalisation, and examines a range of emerging paradigms in education which help interpret globalising phenomena. From that point, scholars will be introduced to a selected range of world education trends through which the impact of globalisation can be examined.

## LEARNING OBJECTIVES

- To provide scholars a theoretical perspective of the dynamics of globalisation and its impact on education.
- To induct scholars as researcher in the area relating to globalisation and education.

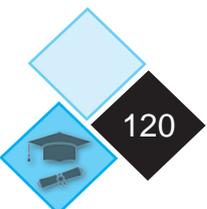
## COURSE CONTENTS

### Unit I: General Concepts and Theories (04 Sessions)

The first Unit provides a general conceptualisation of the changing notion of globalisation. It aims to prepare the base for the following units. The influence of international organisations, their collaborations in reshaping the discourse is also discussed.

#### A. Concept and Theoretical Dimensions

- i. Concept, Theories and Approaches to Globalisation; Causes, Nature and Processes of Globalisation.
- ii. Capitalism, Westernisation, Regionalisation, Internationalisation: Bilateral and Multilateral Collaborations (SAARC, ASEAN, BRICS).



## B. Globalisation and Education

- i. Globalisation and Impact of Neoliberal Policies on Education (Trade, Aid and Mobility; GATS Challenges).
- ii. Globalisation and Education Frameworks : EFA to MDGs to SDGs : Role of Major International and Transnational Organisations (WTO, , IMF, World Bank, UNESCO, OECD); Dakar Framework, Washington Accord, GMR. etc.

### Core Readings

- Carnoy, Martin (1999). Globalization and educational reform: What planners need to know, International Institute for Educational Planning. <http://www.unesco.org/iiep>
- Jones, A. (2010). *Globalization: key thinkers*. Polity.
- Robinson, W. I. (2007). Theories of globalization. *The Blackwell companion to globalization*, pp.125-143.
- Rizvi, F. and Lingard, B. (2010). *Globalizing education policy*. Routledge

### Additional Readings

- Bhushan, Sudhanshu (2004). Trade in Education Services under GATS Implications for Higher Education in India, *Economic and Political Weekly*.
- Altbach, P. G. and Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of studies in international education*, 11(3-4), pp.290-305.
- Altbach, P. (2015). Higher education and the WTO: Globalization run amok. *International Higher Education*, (23).
- UNESCO (2015). Incheon Declaration and SDG4 – Education 2030 Framework for Action.
- Carnoy, M. and Rhoten, D. (2002). What does globalization mean for educational change? A comparative approach. *Comparative education review*, 46(1), pp.1-9.
- Serra, N. and Stiglitz, J. E. (Eds.) (2008). *The Washington consensus reconsidered: Towards a new global governance*. Oxford University Press on Demand.  
Downloaded from <http://www.library.fa.ru/files/Stiglitz-Washington.pdf>
- Robertson, S.; Novelli, M.; Dale, R.; Tikly, L.; Dachi, H. and Ndebela, A. (2007). *Globalisation, education and development: Ideas, actors and dynamics*. London: DFID.

## Unit II: Measuring Internationalisation of Education (04 Sessions)

The global comparison and rankings of education systems has wider implications for internalisation of education systems, policies, and governance. This Unit introduces the students to data and various indicators used for global comparison and literature discussing policy impact.

### A. Measuring trends in internationalisation of education

- A1: Measuring internationalisation of education: Data and Indicators (SDG) Analysing Global Trends
- A2: Global comparison and rankings - Theoretical and practical underpinnings. NIRF



## B. Data and statistics in internalisation of education in the context of SDGs

B1: Global learning assessment surveys: PISA, TIMSS, PIRLS, etc.

B2: Data sources in India (AISHE, IIE - open door data, AIU etc) and issues

### Core Readings

- Madeleine, F. Green (2012). *Measuring and Assessing Internationalization*, Association of International Educators.
- Pohl, H. (2015). *How to Measure Internationalization of Higher Education*. In: Ullberg E. (Eds) *New Perspectives on Internationalization and Competitiveness*. Springer, Cham.
- Échevin, Claude and Daniel Ray (2002). "Measuring Internationalisation in Educational Institutions: Case.
- Spring, J. (2008). *Research on globalization and education*. *Review of Educational Research*, 78(2), pp. 330-363.

### Additional Readings

- Choudaha, R. and Contreras, E. (2014). *HE internationalisation - What gets measured, gets funded*. *University World News*, 327, 04 July 2014.
- Meyer, H. D. and Benavot (Eds) *PISA, Power, and Policy: The Emergence of Global Governance*, Oxford Symposium Books.
- Michael O. Martin, Ina V.S. Mullis, and Martin Hooper (Eds) (2015). *Methods and procedures in Timss 2015*, IEA.
- Montoya Silvia and Luis Crouch (2017). *Towards an Innovative Demand-Driven Global Strategy for Education Data*, UNESCO Institute for Statistics, Montreal.
- OECD (2017), *PISA 2015 Assessment and Analytical Framework: Science, Reading, Mathematic, Financial Literacy and Collaborative Problem Solving*, revised edition, PISA, OECD Publishing, Paris.
- SOH, Kaycheng (2017). *World University Ranking: Statistical Issues and Possible Remedies*, World Scientific, Singapore
- UIS (2016). *Laying the Foundation to Measure Sustainable Development Goal 4*, UIS, Montreal.

## Unit III: Emerging Areas and Challenges (05 Sessions)

This Unit will deliberate on the emerging areas for discussion and deliberation arising due to globalisation and internationalisation of education. The growing number of international students and its implications for institutional environment, the rapid development of collaborations and financing for internationalisation is becoming a major challenge for all the stakeholders. In this context, this Unit will cover the following themes:

### A. Social & quality dimensions

1. Benchmarking, standardisation/accreditation, equivalence of education programmes
2. Global skills and employability of the international graduates



3. Institutional diversity and disparity, including multiculturalism and other social-gender aspects.

## B. Economic dimensions

1. Financing for internationalisation - innovative models for financing
2. International exchange, collaborations and networks - role and significance (Cases: BRICS, SAARC, ASEAN, BOLOGNA process) S-S, N-S, Triangular Cooperation.

### Core Readings

- Knight, J. (2012). Internationalization: Three Generations of Crossborder Higher Education, India International Center, Occasional Publication, Number 38: New Delhi.
- Varghese N, V. (2011). Globalization and cross-border education; challenges for the development of higher education in commonwealth countries, International Institute for Educational Planning.
- Khare, M. (2016). Higher Education / University: Taking the Skills March forward in India - Transitioning to the World of Work, In Pilz, M (Ed.) 'India: Preparation for the World of Work Education System and School to Work Transition', Springer, Germany.

### Additional Readings

- Spencer-Oatey, H. and Dauber, D. (2017). Internationalisation and the development of 'global graduates': hearing the students' voices. GlobalPAD Working papers. Available at GlobalPAD Open House <http://www.warwick.ac.uk/globalpadintercultural>
- Larry, A Braskamp (2009). Internationalization in Higher Education: Four Issues to Consider, Journal of College and Character, 10:6, DOI: 10.2202/1940-1639.1688

## Unit IV: Globalisation and Internationalisation of Education: Indian Experience (05 Sessions)

The objective of the Unit is to develop an understanding of the growing impact of globalisation and internationalisation on Indian education system. The interplay of market forces with an inclination towards global forces has complicated the growth and development of Indian education system. There are many challenges of globalisation and internationalisation under the framework of GATS and WTO policies which need to be examined in the context of Indian education policies both at school and higher education levels.

### A. Policy Dimensions

1. Regulatory framework and policy perspectives towards globalisation, internationalisation and education: Technical Cooperation; Role of External Agencies - Emergence of SSA programs, RMSA, etc.
2. Foreign collaborations and external assistance in education: Changing dimensions in case of India.

### B. Experiential Dimensions

1. Challenges and opportunities of globalisation in school education: Language and multiculturalism, role of ICT, privatisation and growth of private international schools, testing centres, etc.



2. Emerging opportunities and challenges of globalisation and internationalisation in higher education: International student and faculty mobility, twinning programmes, branch campuses and international collaborations, emerging importance of technology and MOOCs.

### Core Readings

- Knight, J. (2012). Internationalization: Three Generations of Cross-border Higher Education, India International Centre, Occasional Publication Number 38: New Delhi.
- Khare, M. (2016). Higher Education / University: Taking the Skills March forward in India - Transitioning to the World of Work, In Pilz, M (Ed.) 'India: Preparation for the World of Work Education System and School to Work Transition', Springer, Germany.
- Varghese, N. V. (2013). Globalization and Higher Education. Analytical Reports on International Education, Volume 5, Issue 1.
- Khare, M. (2015). Education Aid and International Cooperation in India: Shifting Dynamics, Increasing Collaboration, In I-Hsuan Cheng & Sheng-Ju Chan (Eds.) 'International Education Aid in Developing Asia Policies and Practices', Springer, Singapore.
- Khare, M. (2014). Ideological Shift in Indian Higher Education Internationalization, Journal of International Higher Education, No. 78, p. 12.

### Additional Readings

- Varghese, N. V. (2009). Globalization, economic crisis and national strategies for higher education development. Paris IIEP.
- Chanda, R., and Mukherjee, S. (2012). Student Mobility from India to Selected European Countries: Case of Germany and France. Working Paper No. 378 :Bangalore IIM.
- AIU: Association of Indian Universities (2015). Trends in Internationalization of Higher Education in India, Confederation of Indian Industry (CII): New Delhi.
- Agarwal, P. (2007). Privatization and Internationalization in countries of South Asia: An Empirical Analysis, Indian Council for Research on International Economic Relations (ICRIER): New Delhi.

## COURSE TRANSATION AND EVALUATION MODALITIES

- Modes of Course transaction: The course transaction will include lecture-cum-discussion, group work, critical discussion through documents and policy analysis along with seminar presentation.
- Modes of assessment and evaluation: Evaluation of the course will be done through classroom participation, group engagement, term paper-cum-seminar presentation and term-end examination.
- In the evaluation, weightage given for the internal assignments and term-end written examination will be 40 per cent and 60 per cent respectively.



# OC-13: INCLUSION IN EDUCATION OF PERSONS WITH DISABILITIES

<b>Title</b>	<b>:</b>	<b>Inclusion in Education of Persons with Disabilities</b>
<b>Credits</b>	<b>:</b>	<b>1</b>
<b>Sessions</b>	<b>:</b>	<b>18</b>
<b>Credit Hours</b>	<b>:</b>	<b>18</b>

## INTRODUCTION

The purpose of this course is to help the scholars to increase their awareness and enhance their ability to critically analyse and understand inclusive education with specific reference to education of children with disabilities. It will also expose the scholars to the national and international policy instruments, policy statements, and acts formulated in India and a few other countries for addressing the concerns and issues of persons with disabilities. Role of NGOs, apex institutions, universities and other institutions as well as the ministries of education, health, welfare and labour in planning and management of education for the children and youth with disabilities will be explored.

A child born with any kind of disability faces exclusion. The child is denied participation in family, school or community activity due to lack of awareness, resources, and attitude on part of parents, community or any facility provider. This exclusion turns the disability into handicap, not allowing the disable person to fully participate in life, community or world of work. Doing away with exclusion or seclusion of the person with disability from the mainstream activities is called INCLUSION. Though inclusion must begin from day one, right from the birth at home, but the course would focus inclusion in school and participation of the child with any kind of disability in the educational settings.

The inclusion in education focuses on 'special needs' of these persons and not on disabilities. The term 'special need' has its genesis in the philosophy of social justice, equity and right of the child. It has legal framework to provide and cater to special needs of the disabled child. The special needs could be related to physical structures; human resource, including teachers, counsellors, therapists and rehabilitation specialists; curriculum; teaching strategies; learning material; assessment systems and attitude of teachers, parents and peers. Therefore, Inclusion in education of persons with disability is a paradigm shift for policy makers, curriculum designers, building designers, evaluation designers, teachers, administrators, and developers of learning material.

In the light of this paradigm shift of justiceable right of the person with disability, education is not merely a favour of few well meaning individuals or trusts. Therefore, systems and institutions



must change to the needs of the individual and not the individual to the systems and institutions. It requires relevant knowledge, correct skills and positive attitude in the educational service providing functionaries. The course is designed for the scholars to engage to research inclusive education.

## LEARNING OBJECTIVES

- To provide conceptual understanding of the evolution of inclusive education;
- To provide critical insight about national and international policies and programmes for education of Children with Special Needs (CWSN); and
- To provide skills for developing inclusive schools: Processes and strategies.

## COURSE CONTENTS

### Unit I. Inclusive Education Genesis and Concept (02 Sessions)

The inclusion concept has emerged due to philosophy of social justice. The voice raised by civil society, principle of equity in the democratic governance and finally, legal perspectives prohibiting discrimination. The beginning of social perspective is from the movement of removal of slavery and movement of independence in 1775 in America. In 1792, Thomas Paine wrote “The Right of Man”. At the same time, in 1789, these concepts were the core principles of French revolution. The vocabulary was not same as of today, but it contained the root concepts of inclusion, equality, respect and education for all.

The movement of social justice in 1970 and theory of justice propounded by John Rawls was second milestone in this direction. The ideals of fraternity, liberty and equality were expounded from constitutional principles to legal frames. The first legislation came in 1975 in USA, six years later in UK, and thirty-four years later – 2009 - in India. The law required school systems to provide free education to all regardless of their disability.

The theme will cover all social, legal and philosophical perspectives of inclusive education in its historical background in India and abroad.

### Unit II. Special Education, Integrated Education and Inclusive Education (03 Sessions)

The special school for children with special needs has been a prevalent mode of teaching the disabled in India. This model is called medical model. This model equates the physical or mental impairment from a disease or disorder with the disability that the person experiences. The person with disability is viewed as the ‘problem’ and in need of cure and treatment. It also gave rise to charity model. The special education model is expensive, it has only a limited reach, it segregates children based on disability which is discriminatory and violative of human rights. The philosophy of ‘integration’, advocated education of children with mild and moderate disabilities in general schools with others, providing adequate resource support. However, children are still treated separately in schools and thus, integration is only partial.



Inclusive education is an approach which seeks to address the learning needs of all children, with a specific focus on those who are vulnerable to marginalisation and exclusion. It implies all learners, with or without disabilities being able to learn together through access to common school provisions, schools and community educational setting with an appropriate network of support services. It aims at all stakeholders in the system (learners, parents, community, teachers, administrators, and policy makers) to be comfortable with diversity and sees it as a challenge rather than a problem.

### **Unit III. International Policies and Practices (03 Sessions)**

The scholars would be able to understand various movements and conventions across the world on inclusion. They would study the core principles and emphasis placed in recommendations made by Warnock Report, European Convention on Human Rights, The Salamanca Statement, UN Convention on the Rights of the Child, UNESCO Agenda on Inclusive Education, DfEE Green Paper, Sustainable Development Goals, Niti Aayog Action Plan, etc. The resultant acts of USA and UK on inclusive education. The district level practices for administrators in USA as per the district level policy documents. A few research studies on inclusive settings and practices in UK would help understand the best practices and transferable learning. The knowledge on indexes of inclusion developed in USA and UK will also throw light on practicality of aspects.

### **Unit IV. Policies of Inclusive Education in India (04 Sessions)**

It will trace the policies of government on inclusive education since independence in the education as well as welfare sector, the role of ministry of education and social welfare for the welfare of the disabled. Various schemes, activities and initiatives of the government and non-governmental organisations working in this area would be discussed from the point of view of their adequacy or inadequacy. It will also focus on the issues and different discourses taken by different commissions and committees since independence. A few important ones are the National Education Commission (1964-66) and National Policy on Education 1968, National Policy on Education, (1986), Programme of Action (1992, MHRD), Project Integrated Education for the Disabled (PIED) 1987, Centrally sponsored scheme of Integrated Education for the Disabled Children 1974 (Revised 1987, 1989 and 1992), the Mental Health Act 1987, Rehabilitation Council of India Act 1992, Persons with Disabilities (equal opportunities, protection of rights and full participation) Act 1995, District Primary Education Programme (DPEP), National Trust Act (1999), Action Plan for Inclusive Education of Children and Youth with Disabilities (IECYD) 2005, Sarva Shiksha Abhiyan ('Education for All' Campaign), National Policy for Persons with Disabilities 2006, The Rights of Persons with Disabilities Bill 2012, RPWD Act 2016, and various Court orders.

### **Unit V. The Making of Inclusive School (04 Sessions)**

Three dimensions are important to make a school inclusive. These are related to policies, practice and culture. The three dimensions would relate to the following aspects of inclusion:

- Twenty-two types and nature of disabilities.
- Identification and certification of various disabilities.
- Physical infrastructural requirement.



- Types of human resource required for education, therapy, and adjustment.
- Types of educational aid required.
- Types of teaching strategies required - peer teaching, collaborative learning, IEP and competency based.
- Types of curricular adaptation and modifications.
- Evaluation provisions and types.
- Counselling services for students, peers, teachers and parents.
- Monitoring of inclusive school and inclusive index.
- Regulations and financial provisions for inclusive education.

### Unit VI. Issue-specific Case Studies and Reflection (02 Sessions)

- Court cases
- Specific disability management
- Sector specific such as higher education
- Vocational education and employment
- Prevention of disability
- Social security measures
- Data bases on disabled

#### Essential Readings

- Right of Persons with Disabilities Act (2016).
- Sustainable Development Goals 2030
- National Curriculum Framework (2005), NCERT
- RCI Act (1996)
- National Trust Act
- Education codes of any two states
- RTE Act 2009 and model rules
- Census data 2011 on disability
- Jha, Madan Mohan (2002). School without Walls - Inclusive Education for All. Heinemann Educational Publisher, ISBN 0435 999915.
- Puri, Madumita and George Abraham (2004). Handbook on Inclusive Education for Educators, Administrators and Planners, Within walls, without boundaries, Sage Publications India Pvt. Ltd. ISBN 10: 0-7619-3266-6(PB).
- Thomas, Gary and Mark Vaughan (2004). Inclusive Education Readings and Reflections, Open University Press, ISBN 0335 20724 3.
- Dianne, F. Bradley Margret e King series Diane M tessier- Switlick (1997). Teaching Students in Inclusive Settings from Theory to Practice, printed by Allyn & Bacon ISBN 0-205-16703-9.

## COURSE TRANSACTION AND EVALUATION MODALITIES

- a) The course would be transacted through lectures, visits to inclusive school, and industries for designing aids for the disabled, case studies, group work and project work.
- b) Evaluation: The scheme of evaluation will involve assessment giving 40 per cent weightage to the internal assignment consisting of term paper/seminar presentation, and 60 per cent weightage to the term-end written examination.

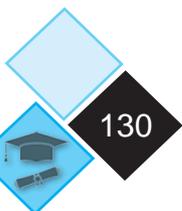
## SUGGESTED READINGS

### Books

- Allan, Julie (2008). Rethinking inclusive education: the philosophers of difference in practice. -- Netherland: Springer..
- Timmons, Vianne. (Ed) (2009). Inclusive education across culture/by Alur, Mithu. -- Los Angeles: Sage..
- Bach, Michael (Ed.) (2005). Inclusive education: From Rhetoric to reality./by Alur, Mithu. -- New Delhi: Viva, ISBN: 81-309-0157-9.
- Bach, Michael (2010) Journey for inclusive education in the Indian Sub-continent/by Alur, Mithu.-- New York: Routledge.
- Alur, Mithu and Evans, Jennifer. Early intervention in inclusive education in Mumbai: The 'why' and the 'how'.- Mumbai: The Spastics Society of India.
- Moore, Michele (2004). Action research for inclusive education: Changing places, changing practices, changing minds/by Armstrong, Felicity.- London: Routledge Falmer.
- Armstrong, Felicity (2003). Spaced Out: Policy, difference and the challenge of Inclusive education - London: Kluwer Academic.
- Arnot, Madeleine (Ed) (2012). Sociology of disability and inclusive education: Tribute to Len Barton.- New York: Routledge.
- Barton, L. (Ed) (2008). Policy; experience and change: Cross-Cultural reflections on Inclusive education.-- UK: Springer. Best practices in inclusive education in SSA.
- Corbett, Jenny (2001). Supporting inclusive education: A connective pedagogy.- London: Routledge.
- Das, Ashima.; Das, Shankar; and Kattumuri, Ruth (2013). Inclusive Education: Contextual Working Model.-- New Delhi: Concept Publishing Company Pvt. Ltd.
- India. Ministry of Human Resource Development (2008). Confluence.- New Delhi: MHRD.
- India. Ministry of Human Resource Development. DEE & L (2006). Responding to children with special needs - A manual for planning and implementation of inclusive education in Sarva Shiksha Abhiyan - New Delhi: Department of Elementary Education and Literacy.
- Jha, Madan Mohan (2010). From Special to Inclusive Education in India. - Delhi: Pearson.



- Deppeler, Joanne and Harvey, David (2005, 2010). Inclusive education: A practical guide to supporting diversity in the classroom/by Loreman, Tim.- London: Routledge Falmer..
- Lubuulwa, William (2008). A study of the challenges of inclusive education of the deaf and the orthopedically impaired children in selected schools of Kampala city in Uganda - New Delhi: NIEPA.
- Marsh, Alan J (2003). Funding inclusive education: Economic realities.- England: Ashgate.
- Mishra, O.P. (2003). A study of local NGOs to assess their possible role in implementing inclusive education under Sarva Shiksha Abhiyan (SSA).- New Delhi: NIEPA (Unpublished).
- Mitchell, David (Ed.) (2005). Contextualizing inclusive education : Evaluating old and new international perspectives.- London: Routledge.
- Mohanty, Susandhya (2011). Inclusive Education/by Mohanty, Jagannath.- New Delhi: Deep & Deep Publications.
- Prakash, Jayanti (2005). National seminar on management of inclusive education: Seminar report 4-6 october, 2004/by Mukhopadhyay, Sudesh.- New Delhi: NIEPA. .
- Prakash, Jayanti (2005). National seminar on management of inclusive education/by Mukhopadhyay, Sudesh.- New Delhi: NIEPA.
- Rix, Jonathan and Sheehy, Kieron (2005). Curriculum and pedagogy in Inclusive education: Values into practice/by Nind, Melanie.- London: Routledge - Falmer..
- Abraham, George (2004) Handbook of inclusive education for educators, administrators and planners: Within walls, without boundaries/by Puri, Madhumita.-New Delhi: Sage.
- Rehabilitation Council of India (2006). Integrated and inclusive education.- New Delhi: Kanishka.
- Simmons, Katy and Nind, Melanie (Eds.) (2005). Policy and power in inclusive education: Values into practice/by Rix, Jonathan.- London: Routledge-Falmer.



# OC-14: PROFESSIONAL DEVELOPMENT AND MANAGEMENT OF TEACHERS

<b>Title</b>	<b>: Professional Development and Management of Teachers</b>
<b>Credits</b>	<b>: 1</b>
<b>Sessions</b>	<b>: 18</b>
<b>Credit Hours</b>	<b>: 18</b>

## INTRODUCTION

Teachers are the heart and spine of education – they are not only central to a functioning education system, more importantly, they are key to determine the quality of educational process and outcome. Teachers effectively define the education system – motivated and competent teachers are the heart and soul of an institution, be it schools, colleges or universities.

This course seeks to explore various dimensions of teacher management and teacher development. It is a combination of how teachers are recruited, deployed and managed in the education system and the mechanisms evolved for professional development, continuing education and avenues for growth of teachers as professionals.

## LEARNING OBJECTIVES

- To enable scholars to explore and understand the different dimensions of teacher management and teacher professional development.
- To familiarise them with the recent global and Indian research work on these subjects and using country case studies reflect on what India can learn from the global educational reform processes.

## COURSE CONTENTS

### Unit I. Teacher Policy Choices and Teacher Management (09 Sessions)

The Unit will reflect on teacher policies and management at all levels of education sector. It would further discuss on teacher quality and effectiveness linking to teacher supply, teacher recruitment, teacher deployment, teacher flow (into the system and out of the system due to retirement/attrition – including retention of teachers), teacher shortage and teacher performance management.



## Unit II. Teacher Preparation (04 Sessions)

How different countries have addressed the issue of teacher preparation and have been able to attract talented and qualified youth into the teaching profession. The course would also discuss the demand and supply of teachers, what countries do and how they endeavour to strike a balance.

## Unit III. Teacher Development (05 Sessions)

This will cover policies and issues related to continuing professional development (CPD) and faculty development programmes and other opportunities for teachers at all levels. The objective is to familiarise the scholars to the concept, models and opportunities and impact of CPD at national and international perspective.

# COURSE TRANSACTION AND EVALUATION MODALITIES

It is proposed to use a mix of lectures, guided reading followed by presentations by scholars, informed debate among scholars (taking different approaches/strategies) for in-depth exploration of issues, country case studies of educational reform by scholars followed by discussion on lessons for India, one short mid-term paper (for example, country case study) and one long term-end paper.

The evaluation of scholars will be based on internal assignment containing 40 per cent weightage, and term-end written examination containing 60 per cent weightage.

### Essential Readings

As this is an emerging field, scholars need to familiarise themselves with some websites that have a wealth of documents and case studies:

- a. <http://www.oecd.org/education/school/attractingdevelopingandretainingeffective teachers-homepage.htm>
  - b. <http://www.iiep.unesco.org/information-services/documentation-centre/library-resources.html>
  - c. <http://saber.worldbank.org/index.cfm>
- Bennell, P. (2004). *Teacher motivation and incentives in Sub-Saharan Africa and Asia. Knowledge and skills for development program.* Brighton..
  - Bush, T. (2003). *Theories of Educational Leadership and Management: Third Edition*, London, Sage.
  - Education International (2007). *Teacher Supply, Recruitment and Retention in Six Anglophone Sub-Saharan African Countries.* Education International, Brussels. [www.campaignforeducation.org/resources/](http://www.campaignforeducation.org/resources/)
  - Fiszbein Ariel (Ed) (2001). *Decentralising Education in Transition Societies: Case Studies from Central and Eastern Europe.* The World Bank Institute: Washington D.C.
  - Göttelmann-Duret, G. (2000). *The Management of Primary Teachers in South Asia: A Synthesis Report.* IIEP, Paris.
  - Göttelmann, G. and Yekhlef, A. (2005). *Teacher Management: A Selected Bibliography.* UNESCO, Paris.
  - Govinda, R. and Josephine, Y. (2004). *Para-Teachers in India: A Review*, National Institute of Educational Planning and Administration, New Delhi.

- Ingersoll, R. (2007). *A comparative study of teacher preparation and qualifications in six nations*. Consortium for Policy Research on Education.
- Johnson, S.M.; Berg, J.H.; and Donaldson, M.L. (2005). *Who Stays in Teaching and Why: A Review of the Literature on Teacher Retention*. Washington, DC: The Project on the Next Generation of Teachers, Harvard University Graduate School of Education.
- Kingdon, G. and Teal, F. (2008). "Teacher Unions, Teacher Pay and Student Performance in India: A Pupil Fixed Effects Approach." *PEPG Working Paper Series*. Cambridge, MA: Program on Education Policy and Governance (PEPG).
- Kingdon, Geeta (May 2010). The impact of the Sixth Pay Commission on Teacher Salaries: Assessing Equity and Efficiency Effects. RECOUP Working Paper No. 29, DFID. UK.
- Kremer, Michael; Chaudhury, Nazmul; Halsey Rogers, F; Muralidharan, Karthik and Jeffrey Hammer (2005). "Teacher Absence in India: A Snapshot", *Journal of the European Economic Association*, 3(2-3): 658-67.
- Muralidharan, K., and Sundararaman, V. (2009). "Teacher Performance Pay: Experimental Evidence from India." *NBER Working Paper 15323*. Cambridge, MA: National Bureau of Economic Research (NBER).
- OECD (2011). *Building a high-quality teaching profession. Lessons from around the world*. Paris: OECD.
- OECD (2012). *Preparing teachers and developing school leaders for the 21st century*. Paris: OECD.
- Pritchett, Lant and Murgai, Rinku (2008). "Teacher Compensation: Can Decentralisation to Local Bodies Take India from Perfect Storm through Troubled Waters to Clear Sailing?" World Bank, Washington D.C.
- Ramachandran Vimala, Pal M, Jain S, Shekhar S, Sharma J. Teacher motivation in India. Knowledge and skills for development program. Brighton 2005.
- Razik A., Taher and Austin D. Swanson (2001). *Fundamental Concepts of Educational Leadership*. Prentice-Hall Inc., New Jersey.
- The World Bank (2013). What matters most for teacher policies? A framework paper. Sabre Working Paper Series, Number 4, April 2013.
- Vegas, Emiliana and Alejandro J Ganimian (August 2011). What are the teacher policies of top-performing and rapidly improving education systems? Sabra Teacher Background Paper No. 3, Education Sector, The World Bank.

## SUGGESTED READINGS

- Chaudhury, N.; Hammer, J.; Kremer, M.; Muralidharan, K.; and Rogers, F. H. (2005). "Missing in Action: Teacher and Health Worker Absence in Developing Countries." *PEPG Working Paper Series*. Cambridge, MA: Program on Education Policy and Governance (PEPG).
- EdCIL (1999). "Reaching Out Further: Para Teachers in Primary Education: An In-depth Study of Selected Schemes", Educational Consultants India Limited, New Delhi.
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- Kingdon, Geeta Gandhi and Vandana Sipahimalini-Rao (2010). Para-teachers in India: Status and Impact. *Economic and Political Weekly*, Vol. XLV, No 12, March 20, 2010.
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- Loeb, S., and Miller, L. C. (2006). “A Review of State Teacher Policies: What Are They, What Are Their Effects and What Are Their Implications for School Finance?” Stanford, CA: Institute for Research on Education Policy & Practice (IREPP), School of Education, Stanford University.
- Majumdar, Manabi (2011). Politician, Civil Servants or Professionals? Teachers’ voices on their work and worth. *Contemporary Education Dialogue* Vol 8, No 1, pp. 33-65.
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- Pandey S. Para-teacher scheme and quality education for all in India: the policy perspectives and challenges for school effectiveness. *J Educ Teaching: Int Res Pedagogy* 2006; 32(3): 319-34.
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- Singh, D.P. and Ritu Mor (2013). *Community Participation*. Shipra Publications: New Delhi.
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# OC-15: SCHOOL LEADERSHIP

<b>Title</b>	: <b>School Leadership</b>
<b>Credits</b>	: <b>1</b>
<b>Sessions</b>	: <b>18</b>
<b>Credit Hours</b>	: <b>18</b>

## INTRODUCTION

The world of schools and school leadership is in rapid transition today. Changing social and educational matrix, higher expectations and aspirations of parents has led to increased demand for quality education. The recent UNDP report in its Sustainable Development Goal 4 (SDG 4) “Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all”, poses the need for envisioning schools to create inclusive spaces, implement equitable policies and create multiple lifelong opportunities for teachers, students and all the stakeholders. SDG 4 provides a vision for the next 10 years. In order to see this vision translate, certain prerequisites are vital to understand the challenges and issues we are grappling with, like size, diversity and deprivations, silent exclusion and low learning levels, incompetent teachers and lesser of relevant training arrangements, etc.

The course provides insights how transition in education have influenced school leadership at all levels, how schools, as innovative learning organisations, can transform, how can change be managed and led in schools through leadership interventions, etc. The course covers the entire gamut of theories and practices, change and challenges in managing and leading schools in different contexts. The course also builds research capacities in school leadership, which, in itself, is quite limited particularly in the Indian school context.

## LEARNING OBJECTIVES

- Enhance understanding of a school and leadership in different cultural, social and organisational contexts.
- Develop conceptual clarity of school leadership, explain theories and models of school leadership and applications in the real school practices.
- Strengthen research abilities for undertaking research within the broader domain of school leadership.



## COURSE CONTENTS

The course provides a strong knowledge base to school leadership in Indian context. It covers the entire gamut of transition in the world of schools and leadership. At the same time, in every session, reflections and discussions will focus on leadership interventions that may help in bringing about change in the school system.

### Unit I. Understanding School and Leadership (04 Sessions)

This Unit provides a strong knowledge base on understanding school as an organisation and diversity in schools (size, location, contexts, ethos, culture, etc), Conceptual understanding and theories of leadership and its applications on school leadership, organisational diagnosis, situational analysis to school improvement.

#### Essential Readings

- Preedy, Margaret (2012). *Educational Leadership: Context, Strategy and Collaboration*. Los Angeles: Sage Publications.
- Ebert, Edward, S. (2011). *School : Introduction to Education: Australia*, Wadsworth.
- Ramanarayan, S (2011). *Organizational Development: Accelerating Learning and Transformation*, Los Angeles: Sage.
- Adair, John (2008). *How to grow leaders: Seven key principles of effective leadership development*. Kogan page India Private limited.
- Paul Hersay and Kenneth H. Blenchar (2007). *Management of Organizational Behaviour*, Englewood Cliffs, N.J: Prentice Hall.
- Davies, Brent (2005). *School Leadership for the 21st Century*, Taylor & Francis
- Thomas, J. Sergiovanni (2001). *Leadership: what's in it for schools*, Routledge/Falmer

### Unit II. School Leadership and Management of Change (02 Sessions)

The Unit exclusively focuses on the nature of change in the education sector, organisational change and development, theories of change, change leader in an Indian school context, managing resistance to change, organizational change and development.

#### Essential Readings

- Sharma, Radha (2012). *Change Management and Organisational Transformation*. New Delhi: Tata McGraw Hill Education Private Limited.
- Fullan, Michael (2011). *Change leader: Learning to do what matters most*, San Francisco, Jossey – Bass.
- Kise, Jane and Russell, Beth (2008). *Differentiated school leadership: Effective collaboration, communication and change through personality type*. Oaks: Corwin Press.
- Cherry, Daniel and Spigel, Jeff (2006). *Leadership, Myth & Metaphor: Finding common ground to guide effective school change*. California: Corwin Press.



- Harigopal, K. (2001). *Management of Organisational Change: Leveraging Transformation*. New Delhi: Response Books.
- Riley, Kathryn A. and Lois, Karen Seashore (Ed.) (2000). *Leadership for change and school reform: International perspective*.
- Leithwood, K.; Jantzi, D.; and Steinbach, R. (1999). *Changing leadership for changing times*. Buckingham, UK: Open University Press.
- Goldring, E.B. and Rallies, S.F. (1993). *Principals of Dynamic Schools: Taking Charge of Change*. New Bury Park, CA: Corwin.
- Khandelwal N. Paradeep (1992). *Organisational Designs for Excellence*. New Delhi: Tata Mc Graw Hills.

### Unit III. Schools as Learning Organisations (04 Sessions)

This Unit helps students in developing an understanding on how does one differentiate between formal traditional school set up and learning organisation, process of transformation of school into a learning organisation, difference between learning organisation and organisational learning, importance of school head as leader in transforming traditional schools into learning organisations, systems thinking and learning and innovative schools.

#### Essential Readings

- Hess, Edward D. (2014). *Learn or Die: Using Science to build a Leading- Edge Learning Organization*, New York: Columbia University Press.
- Iandoli, Luca (2008). *Organizational Cognition and Learning: Building Systems for the Learning Organization*, Hershey PA : Information Science Pub., c 2007.
- Senge, Peter M. (1999 and 2006). *The Fifth Discipline: The Art and Practice of the Learning Organization*, London: Random House Business Books: Second Edition.
- Lassey, Peter (1998). *Developing a Learning Organization*, London: Kogan page limited.
- Garratt, B. (Revised edition,1994). *The Learning Organisation*, London: Harper Collins.

### Unit IV. Research in School Leadership (08 Sessions)

The Unit provides insights into the research studies in the realm of school leadership. Their research capabilities will be strengthened / enhanced on particular research areas one may have or would choose for the next course of study. The Unit is built around workshop mode wherein some of the suggestive areas would be discussed. The scholars will be helped in critically examining the studies on several issues related to school leadership thus giving them an opportunity to identify areas of interest, test or measure or assess leadership in real school situations. Therefore, they will be provided exposure on how to conduct research by taking them through the journey of preparation of research proposal to introduction to the measurement instruments, formal and informal assessments: scope, objectivity, validity, precision, enhancing their understanding on how data could be utilised for examining several areas of research in school leadership, how to conduct surveys, observations, Interviews, tasks, operations, day-to-day logs, instructional programme,



internal human relations, external relations, management, day-to-day instructions, instructional programmes, meetings, school discipline, supervision of teachers, additional tasks, etc., how to prepare tools and instruments, etc.

### Essential Readings

- Gunter, Helen M. (2016). *Intellectual History of School Leadership Practice and Research*, London: Bloomsbury Academic.
- Mendenhall, M.E. (2013). *Global Leadership: Research, Practice and Development*, New York: Routledge.
- Bauer, Scott; C. Brazer, S. David (2012). *Using Research to Lead School Improvement: Turning Evidence into Action*: Thousand Oaks, Sage Publications, Inc.
- English, Fenwick, W. (Ed.) (2011). *Sage Handbook of Educational Leadership - Advances in theory, research and practice*, Los Angeles: Sage.
- Hollingworth, L. and Danzig, A. (Eds.) (2011). *Research in Learning and Teaching in Educational Leadership*, U.S.A.: Information Age Publishing.
- Hargrove, Katherine. C. (2010). *Best practices for school improvement: Research-based approaches*: New Delhi, S. Chand & Company Ltd.
- Briggs, A .R. J. (Ed.) (2002, 2007). *Research Methods in Educational Leadership and Management*, Great Britain: Sage.
- Heck, R. and Hallinger, P. (1999). Next generation methods for the study of leadership and school improvement. In J. Murphy and K. Louis (Eds.) *Handbook of Research on Educational Administration*, San Francisco: Jossey- Bass, pp. 141-162.

## COURSE TRANSACTION AND EVALUATION MODALITIES

- a) The scholars will be exposed to several issues concerning school leadership. The lectures will be more for providing a strong knowledge base and, therefore, more focussed. Actual understanding of leadership issues discussed in this course will come through practical orientation that will entail first-hand exposure to students through direct engagement with schools, observation of classroom teaching, understanding instructional programme, shadowing school head to analyse leadership capabilities, internal and external relationships, problem-solving abilities, understanding dynamics, internal management, etc. The learning of scholars drawn from exposure in real school practices will also be supplemented by extensive use of excerpts from literature, critical analysis of research articles from the journals, analysis based on case studies, simulation, group work, video clippings, etc.
- b) Scholars' Assessment and Evaluation: Student evaluation will be done on the basis of learning drawn from the blend of school exposure and transaction of different sections of the course, which will be articulated through:



<b>Term-end written examination</b>	<b>60%</b>
Internal assignment containing case analysis, critical review of research articles and seminar presentation	40%
<b>Total</b>	<b>100%</b>

## SUGGESTED READINGS

### Books

- Clarke, Simon R. P.; O. Donoghue, Thomas (2013). *School level leadership in post conflict societies*. London: Routledge.
- Govinda, R. (2002). *Role of Head Teachers in School Management: Case Study of Six States*. Asian Network of Training and research Institutions in Educational Planning (ANTRIEP) in collaboration with European Union. New Delhi: NIEPA.
- Hughes, M. and Busch, T. (1991). *Theory and Research as Catalysts for change*. In W.W. Walker, Farquhar, and M Hughes (Eds.) *Advancing Education: School Leadership in Action*, London: Falmer Press, pp. 86-124.
- Magno, Cathryn. S, (2013). *Comparative Perspectives on International School Leadership: Policy, Preparation, and Practice*. New York. Routledge.
- Ramnarayan, S. and T. V. Rao (October 4, 2011). *Organization Development: Accelerating Learning and Transformation*, SAGE Publications Pvt. Ltd; Second Edition.
- Rao, T. V. and Rao, Raju (March 23, 2005). *The Power of 360 Degree Feedback: Maximizing Managerial and Leadership Effectiveness*, SAGE Publications Pvt. Ltd.
- Sanders, Ethel (Ed.) (2011). *Leading a Creative School: Initiating and Sustaining School Change (Creative Teaching/Creative Schools)*, Routledge.
- Ubben, Gerald, C.; Hughes, Larry W. and Norris, Cynthia, J. (2010). *The Principal: Creative Leadership for Excellence in Schools*, Prentice Hall.







## **National Institute of Educational Planning and Administration**

(Deemed to be University)

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

EPABX Nos. : 26565600, 26544800

Fax : 91-011-26853041, 26865180

[www.niepa.ac.in](http://www.niepa.ac.in)