

CURRICULUM GUIDE

Master of Arts in Education and Development



राष्ट्रीय शैक्षिक योजना एवं प्रशासन संस्थान
NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

(Deemed to be University)

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

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July 2023



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(Deemed to be University u/s 3 of UGC Act, 1956)

Published – July 2023 (1.5 H)

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Published by the Registrar

National Institute of Educational Planning and Administration

17-B, Sri Aurobindo Marg, New Delhi.

Designed and Layout by Digital Expressions, New Delhi and

Printed at M/s Viba Press Pvt. Ltd., Okhla Industrial Area, Phase-II, New Delhi-110020.

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[PREFACE]

NIEPA became a university in 2006 and introduced a doctoral study programme (M. Phil / Ph. D) in 2007. As of 2022, several students have been awarded doctoral degrees, and it is a matter of pride that all our graduates are well-employed and mostly in academic professions. The UGC Visiting Committee in 2018 recommended for starting of master-level study programmes at the university. The NEP 2020 envisages the expansion of higher education enrolment and the promotion of research. The NIEPA Perspective Plan 2020-2030 envisages to develop a generation of researchers and expanding the pool of professionals engaged in educational policy, planning, and management. The premise for the introduction of Master's Degree programmes in NIEPA stems from these premises.

NIEPA is planning to introduce the Master of Arts in Education and Development (MA ED) from the academic year 2023-24. The MAED programme aims to expand the pool of experts in the core areas of policy, planning, and management in education with a multidisciplinary orientation in the theory and practice of educational planning. The institutional research undertaken by the NIEPA faculty over the past 60 years has created a treasure of empirical evidence on various aspects of educational policy, planning, and administration. This rich experience the institute has gained in the domain of education and development will remain an asset to engage the Master's students with the theory and practice of educational policy, planning, and administration. Similarly, the research programmes in the NIEPA will also get an opportunity to expand the areas of research from a social science perspective and develop critical thinking and empirical understanding of the dynamics of educational change.

MAED is a two-year study programme aimed at students who obtained Bachelor level degrees from Indian or foreign universities interested in pursuing education and development as an area of further studies and professional careers. The programme aims to help students understand education and development from interdisciplinary, comparative, and international perspectives. The programme aims to develop students' deep theoretical understanding, gain practical experience and acquire the skill to conduct empirical studies on educational development issues from a national and international perspective.

NIEPA constituted a Core Committee to lead the process of curriculum development. Several meetings of the Core Committee, Heads of Departments, and faculty meetings were convened to discuss the progress of curriculum development. The thus-developed curriculum was reviewed by an external expert group consisting of eight members. The curriculum development document is the result of the participatory academic discussions and expert review processes. I would like to thank all the faculty members, the core team members, and Professor Pradeep Kumar Misra for leading the process of curriculum development.

Professor N V Varghese,
Former Vice-Chancellor, NIEPA



[ACKNOWLEDGEMENTS]

NIEPA initiated steps to introduce a Master's programme in December 2021. Meetings of the Heads of the Departments were convened, and a Core Committee under the Chairmanship of the Vice-Chancellor and coordinated by Prof. Pradeep Kumar Misra and consisting of Prof. A.K. Singh, Prof. Aarti Srivastava, and Dr. Santwana Mishra as Members was constituted to facilitate the preparation process of the MA programme. In the subsequent meetings, it was decided that the programme would be titled 'Master of Arts in Education and Development (MAED)'. Several meetings of the Core Committee and faculty members took place to shape the programme.

We are honoured to present the Curriculum Guide of the Master of Arts in Education and Development. This Curriculum Guide discusses the programme design and contents, the course development teams, a summary of the meetings and activities to develop the programme, and the scheme of studies and course details for each semester. In the Curriculum Guide, every course is detailed under the headings of - about the course, course objectives, learning outcomes, course units, instructional hours, essential readings, mode of transaction, assessment of learning outcomes, and extended readings.

First of all, we would like to thank our Vice-Chancellor, Prof. N. V. Varghese, for his constant support and encouragement at every stage in the development of the programme.

This Curriculum Guide is the outcome of contribution of every faculty member of NIEPA. They not only designed and developed the courses but also contributed substantially to shaping the guide through their comments and observations during internal review meetings. We gratefully acknowledge the valuable contribution of all the faculty members of NIEPA.

We are equally grateful to all the external experts who have taken time from their busy schedules to review the developed courses in writing and given their valuable comments during a full-day face-to-face meeting at NIEPA. Their words of wisdom helped us significantly improve the scheme of study and courses.

We are thankful to the NIEPA Administration, Registrar, Dr. Sandeep Chatterjee, and his team for their support in facilitating the review process and procedures. We also thank Dr. Amit and his colleagues in the NIEPA publication department for taking care of the publication of this Curriculum Guide.

We thank Mayank Rajput, Gaurav, and Sumit for extending all logistics support to organise peer review meetings. We also thank Monica Joshi, Chetna Chawla, and Aqsa for helping us format readings in APA style.

Last but not the least, we gratefully acknowledge the continuous support and contributions of Core Team Members - Prof. A.K. Singh, Prof. Aarti Srivastava, and Dr. Santwana Mishra - in preparing this Curriculum Guide.

Professor Pradeep Kumar Misra
Coordinator MAED Core Committee



CORE COMMITTEE FOR THE MASTER OF ARTS IN EDUCATION AND DEVELOPMENT

Name of the Member	Role
Prof. N. V. Varghese	Chair
Prof. Avinash Kumar Singh	Member
Prof. Aarti Srivastava	Member
Dr. Santwana Mishra	Member
Prof. Pradeep Kumar Misra	Coordinator

EXTERNAL EXPERTS FOR REVIEWING THE COURSES

Sl. No.	Name of Expert	Reviewed Courses
1.	Professor Mohd. Muzammil Formerly Vice Chancellor Dr. B. R. Ambedkar University F-2260, Rajajipuram Lucknow, Uttar Pradesh-226007	S1CC501 S1CC502 S2CC504
2.	Professor Avijit Pathak (Retired) Centre for the Study of Social Systems Jawaharlal Nehru University New Delhi-110067	S1CC503
3.	Professor H. Ramachandran Institute for Studies in Industrial Development 4, Vasant Kunj Institutional Area, New Delhi, Delhi 110070	S3CC507 S1EC521 S2EC523 S3EC525
4.	Professor N. Jayaram Visiting faculty National Law School of India University Bengaluru, Karnataka-560072	S2CC506 S1EC521
5.	Dr. Divya Vaid Centre for the Study of Social Systems Jawaharlal Nehru University New Delhi-110067	S3CC509 S4EC527 S0NC541
6.	Professor Santosh Panda Staff Training and Research Institute of Distance Education (STRIDE), IGNOU New Delhi-110068	S4CC511 S1SEC532
7.	Professor N. Neetha Centre for Women's Development Studies 25, Bhai Vir Singh Marg, Sector 2, Gole Market, New Delhi, 110001	S2EC524 S3EC526



Sl. No.	Name of Expert	Reviewed Courses
8.	Professor Mohd. Miyan (Retired) Department of Educational Studies Jamia Millia Islamia Jamia Nagar, New Delhi-110025	S2CC505 S4EC528
9.	Professor Furqan Qamar Professor Centre for Management Studies Jamia Millia Islamia, Jamia Nagar New Delhi-110025	S3CC508 S4CC510 S4CC512 S4SEC537

[TIMELINES OF PROGRAMME RELATED MEETINGS/ACTIVITIES]

Name of the Meeting/Activity	Date	Outcomes
HoDs Meeting	30.12.2021	A meeting of HODs was held to discuss the possibilities of starting a Master's Programme dealing with Education and Development. After due deliberations, Prof. P.K. Misra was assigned to review some of the Master's programmes offered in India and abroad in education and development. Prof. Misra worked accordingly and submitted to the Hon'ble Vice-Chancellor that the Master of Arts in Education and Development would be a Programme NIEPA could focus on.
Board of Studies Meeting	07.03.2022	The proposal to introduce and develop the Master of Arts in Education and Development was put before the Board of Studies (BoS) for approval, and BoS approved the proposal.
Academic Council Meeting	10.03.2022	Academic Council approved the BoS recommendation regarding the Master of Arts in Education and Development.
Board of Management Meeting	24.03.2022	Academic Council approved the BoS recommendation regarding the Master of Arts in Education and Development.
HoDs Meeting	08.04.2022	Hon'ble Vice-Chancellor has constituted the following Committee to develop further the Master of Arts in Education and Development proposal: Prof. Pradeep Kumar Misra - Coordinator Prof. Avinash Kumar Singh - Member Prof. Aarti Srivastava - Member Dr. Santwana G. Mishra - Member
HoDs Meeting	06.05.2022	A meeting of HODs was held on to discuss the team's draft proposal for the Master of Arts in Education and Development. The proposal was welcomed and appreciated by the HoDs and discussed at length, and the meeting provided valuable input to revise and modify the proposal.



Name of the Meeting/Activity	Date	Outcomes
Faculty Meeting	13.05.2022	An online faculty meeting was called on 13,05.2022 to apprise them about the work and progress related to the Master of Arts in Education and Development. The faculty appreciated and welcomed the initiative to introduce this much-needed and timely programme and gave valuable suggestions on different aspects of the programme.
Announcement of Lead Course Developers	13.05.2022	An email from the Vice-Chancellor's office was circulated to notify lead course developers for all the proposed courses. The identified lead course developers were given the freedom to select team members for developing the courses as per their choice.
Course Outlines Submission	06.06.2022	The lead course developers were asked to submit their course outlines by 06.06.2022.
Internal Review Meeting	08.06.2022	The lead course developers presented the course outlines in a full-day face-to-face meeting held on 08.06.2022. Based on the suggestions and discussions from the meeting, a review report was prepared and circulated among all the faculty members with a request to start developing the course.
Submission of the Initial Draft of the Courses	30.6.2022	Based on the input received by the meeting on 06.06.2022, all the teams developed the courses and submitted them for internal review by 30.06.2022.
Presentation of the Initial Draft of the Courses Meeting	05.07.2022	A full-day face-to-face meeting was held on 05.07.2022 to review the developed courses internally. Based on the suggestions and discussions from the meeting, a report was prepared and circulated among all the faculty members to revise their courses.
Submission of the Final Draft of the Courses	15.07.2022	Based on the input received from the meeting held on 05.07.2022, all the teams revised their courses and submitted them for internal review by 15.07.2022.

Name of the Meeting/Activity	Date	Outcomes
External Experts Committee Meeting	10.08.2022	The soft copy of the compiled version of the courses was sent to eight eminent experts from different disciplines to review and give their views in writing. The opinions presented by the experts were circulated among faculty members. Afterwards, all the experts were invited to attend a full-day face-to-face meeting on 10.08.2022 at NIEPA to discuss the courses in person and provide their valuable input. Based on the input received, a document containing review comments by experts in writing and during the meeting, along with general guidelines, was shared with faculty members to revise and resubmit their courses.
Submission of Revised Courses	13.09.2022	Faculty members shared their revised courses by 13.09.2022.
MAED Core Committee Meeting	15.09.2022	A meeting of the MAED Core Committee was held under the Chairmanship of the Hon'ble Vice-Chancellor on 15.09.2022 to review the finalised version of the courses, programme details, and scheme of studies, compiled in the form of a Programme Guide. The Core Committee reviewed the guide, approved it, and decided to submit the draft guide for editing and formatting to the publication cell.
Board of Studies	01.11.2022	The Board of studies discussed and approved the MAED programme.
Academic Council	10.11.2022	The Academic Council discussed and approved the MAED programme.
Planning and Monitoring Board	16.11.2022	The Planning and Monitoring Board discussed and approved the MAED programme.
Board of Management	25.11.2022	The Board of Management discussed and approved the MAED programme.



ABOUT THE MASTER OF ARTS IN EDUCATION AND DEVELOPMENT

About the Programme

In 2018, the UGC committee visited the institute and recommended for introduction of a Master's Programme. Accordingly, after due deliberations, the NIEPA decided to develop a Master of Arts in Education and Development Programme and introduce it from the academic session 2023-24. The Master of Arts in Education and Development (MAED) at National Institute of Educational Planning and Administration (NIEPA) is aimed for graduate students coming from multidisciplinary backgrounds. The programme aims to help the students acquire an understanding of development and education from interdisciplinary, comparative, and international perspectives and to reflect critically on a wide range of contemporary debates and issues concerning education and development. The programme aspires to equip students with enough understanding and skill to conduct an empirical analysis of educational development issues and activities and also to critique current educational policies, programmes, and practices for development at regional, national, and international levels.

Employability Prospects

The Master of Arts in Education and Development (MAED) offers various employment and self-employment opportunities for the participants. The possibilities include working on development programmes and projects focused on economic and social development and education and ecological sustainability at multiple levels (local, regional, national, international). The participants may work as policy analysts, policymakers, and practitioners. The other possibility will be to work with multilateral organisations, development agencies, and the NGO sector. The participants will also opt for professional careers in teaching, research, policy formulation, policy evaluation, journalism, and administrative and managerial positions.

Duration of the Programme

The duration of the programme is two years (four semesters).

Admission Criteria

Bachelors from any discipline will be eligible to take admission in the programme. The participants will be admitted based on a national level entrance examination, group discussions, and interaction with faculty and experts.

Programme Objectives

The MAED aims to prepare students to:

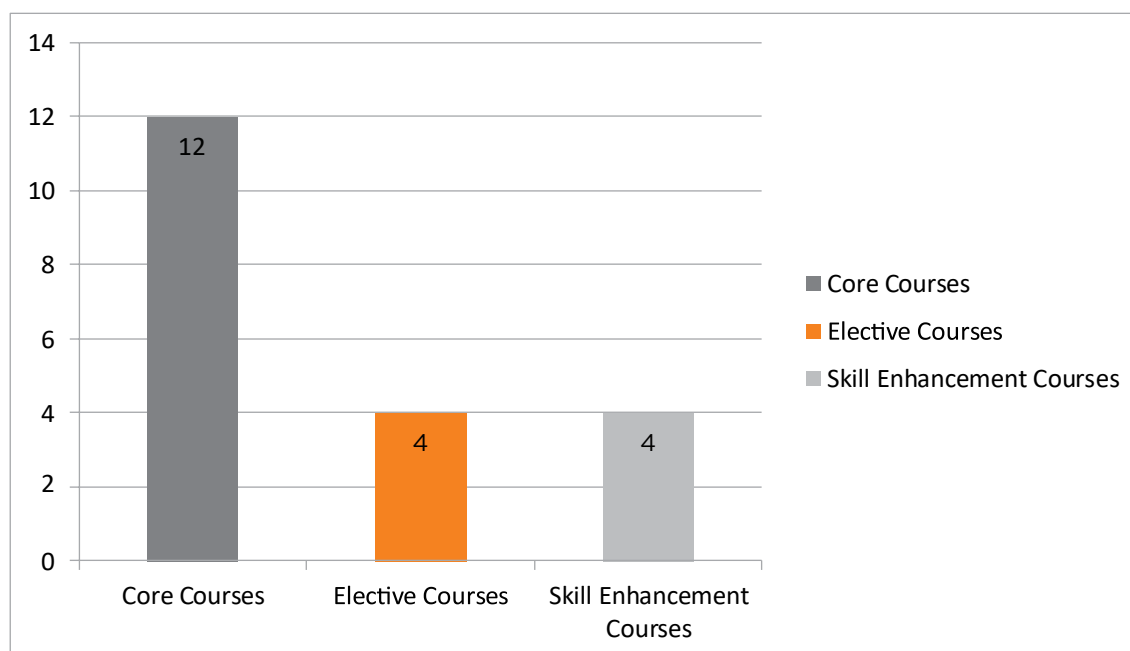
- Understand how education plays a role in human, social, political, cultural, and economic development and can provide a holistic and environment-friendly view of the development.
- Critique the policies, schemes, and practices of development.
- Reflect critically on a wide range of contemporary debates and issues concerning education and development.
- Learn the processes entailed in research and conduct a research study based on field experience.

- Analyse current policies, programmes, and practices regarding education for development at regional, national, and international levels.
- Prepare for professional careers in a wide range of teaching, policy evaluation, administrative, and research positions.

Programme Structure

The Master of Arts in Education and Development has three essential components: the Core Courses (CC), the Elective Courses (EC), and the Skill Enhancement Courses (SEC). The courses are divided into four semesters, each with three core courses, one elective course chosen by the students, and two skill enhancement courses. Each core course, as well as the elective, is of four credits and skill enhancement courses are for two credits each.

Credit Distribution per Semester

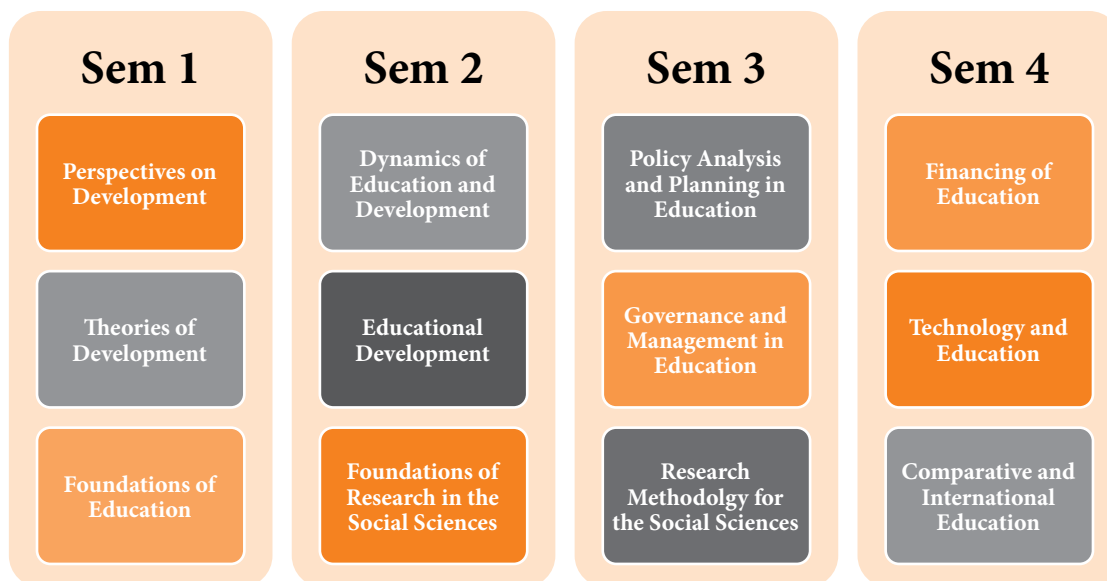


The core courses in the first semester help the students in developing an understanding of the concept of both development and education. This leads to a strong foundation of knowledge and understanding of both the concepts. In the second semester, the students discover the interrelationship between education and development. In this semester, the students also learn the basics of social science research. In the third semester, the students deal with courses on policy and planning, governance and management. They also learn quantitative and qualitative research methods. In the fourth and final semesters, the students develop an understanding of the resource mobilisation and financing in education with courses like financing of educational development, education technology and education and comparative and international education.

The core courses are designed to lay the foundation for the students towards the concept of development and also education. They comprehend the various perspectives on development and then develop an understanding of the theories of development. The second semester deals more with dynamics of both education and development and the students explore the concept of educational development. It is in this

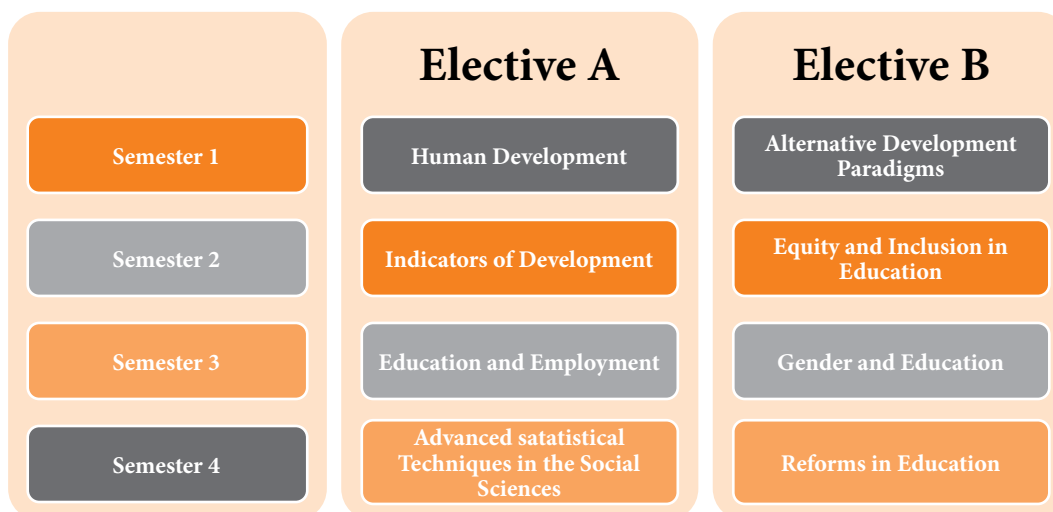
semester that the students are familiarised with the paradigms of social science research. The third semester will impart the implementation aspects of education policy, planning, governance and management. The last semester will close the gap by letting them know about financing, internationalisation and use of technology in education.

Core Courses



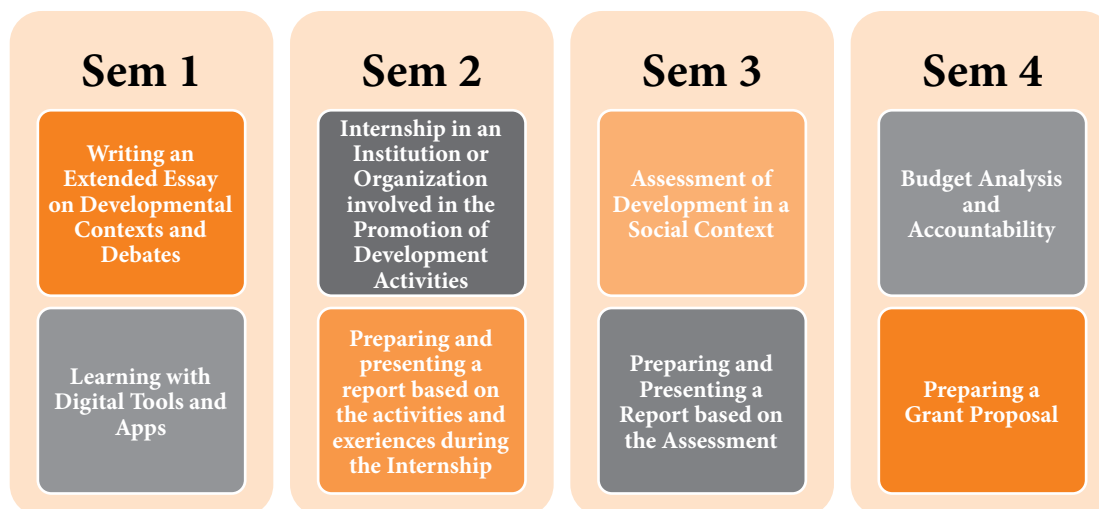
The core courses are compulsory courses and are to be completed by all the students enrolled for the Master's Programme. The programme also includes electives to be selected in each semester. The electives are designed so that the students develop a specialisation. All the Group-A electives in each semester help the students in developing a quantitative approach in research whereas Group-B electives help the students in developing a non-quantitative approach.

Elective Courses



The skill enhancement courses in each semester are designed to give a practical knowhow to the students in the theory courses for that particular semester.

Skill Enhancement Courses



A non-credit course on Basic Statistics will be offered to students who have no exposure to basic statistical knowledge and understanding to equip them with necessary skills and understanding to excel in the MA programme.

The core, elective and skill enhancement courses are organically linked in a comprehensive manner to enable the students to either continue their research or enter the labour market with enough competence to excel in the choice they make.

Mode of Transaction

Teaching-learning activities in MAED span a variety of modes, including lectures, classroom discussions, readings, practical exercises, field observations, interviews of stakeholders, simulations, individual and group work, and preparation of study reports. The MAED is envisioned as a learner and learning-centric programme, and requires each participant's active involvement and contribution.

Credits, Assessment, and Certification

- The students of MAED have to undertake courses of 80 credits. Upon completing 80 credits, they shall be awarded the Degree in the Master of Arts in Education and Development.
- All the core and elective courses shall be assessed through an end-semester written examination of 50 marks and a continuous and comprehensive assessment of 50. The skill enhancement courses shall be assessed through practical tasks and activities.
- There shall be an end-semester written assessment in all core and elective courses. The assessment of skill enhancement courses shall be based on the reporting and presentation of the completed activities.
- At the end of each semester, the examination committee shall issue a schedule for end semester examination for core and elective courses. The concerned students must adhere to this calendar and complete the assessment at the given time and date.

- The following 10-point grading system shall be used for certification:

Range (%)	Letter Grade	Grade Point
85 and above	O (Outstanding)	10
75-84	A+ (Excellent)	9
70-74	A (Very Good)	8
65-69	B+ (Good)	7
60-64	B (Above average)	6
55-59	C (Average)	5
50-54	P (Pass)	4
49-	F (Fail)	0
--	Ab (Absent)	0

- Grade Point Average (GPA) of 0.5 and above to be rounded off to the following number to award the final grade.
- Students shall be awarded letter grades based on their performance. Range (%), as mentioned above, is only to declare equivalence after completion of the respective course (s) and shall be so mentioned at the back of the final grade sheet.
- The overall qualifying grade required for pursuing the next stage of the programme (semester) shall be 'P'.
- A student obtaining grade 'F' shall be considered 'fail' and will be required to reappear in the examination.

Course Development Teams

Master of Arts in Education and Development						
Semester I: Basic Statistics [S0NC541], Non-Credit Course						
Course Development Team: Dr. N. K. Mohanty (L), Dr. Jinusha Panigrahi (L)						
	Core Courses	Course Development Teams	Elective Courses	Course Development Teams	Skill Enhancement Courses	Course Development Teams
Semester I	Perspectives on Development [S1CC501]	Prof. Aarti Srivastava (L) Dr. Anshu Srivastava Dr. Alok Dr. Subitha G. V.	Human Development [S1EC521]	Prof. Vineeta Sirohi (L) Prof. Rasmita Das Swain Dr. Garima Malik Dr. V. Sucharita	Writing an Extended Essay on Developmental Contexts and Debates [S1SEC531]	Prof. Rasmita Das Swain (L) Prof. Pranati Panda Prof. Manisha Priyam Dr. Nidhi Sadana Sabharwal
	Theories of Development [S1CC502]	Prof. Sudhanshu Bhushan (L) Prof. Kumar Suresh Prof. Manisha Priyam	Alternative Development Paradigms [S1EC522]	Dr. Anshu Srivastava (L) Prof. Kumar Suresh Prof. A. K. Singh Dr. Garima Malik Dr. Binay Prasad	Learning with Digital Tools and Applications [S1SEC532]	Dr. Amit Gautam (L) Prof. K. Srinivas Prof. Pradeep Kumar Misra Dr. Santwana G. Mishra
	Foundations of Education [S1CC503]	Prof. A K Singh (L) Prof. Kumar Suresh Prof. Vineeta Sirohi Prof. Rashmita Das Dr. Sangeeta Angom Dr. Anshu Srivastava Dr. Kashyapi Awasthi				
Semester II	Dynamics of Education and Development [S2CC504]	Prof. Pradeep Kumar Misra (L) Prof. Aarti Srivastava Dr. Nidhi Sadana Sabharwal Dr. Jinusha Panigrahi	Indicators of Development [S2EC523]	Dr. A. N. Reddy (L) Prof. Neeru Snehi Dr. N. K. Mohanty	Internship in an Institution or Organisation involved in the Promotion of Development Activities [S2SEC532]	Dr. Kashyapi Awasthi (L) Prof. B. K. Panda Dr. Mona Sedwal
	Educational Development [S2CC505]	Prof. Pranati Panda (L) Prof. Madhumita Prof. Arati Srivastava Dr. A. N. Reddy	Equity and Inclusion in Education [S2EC524]	Prof. Sunita Chugh (L) Dr. Nidhi Sadana Sabharwal (L) Dr. Charu Smita Malik Dr. S. K. Malik	Preparing and Presenting a Report based on the Activities and Experiences during the Internship [S2S1SEC534]	Prof. B. K. Panda (L) Dr. Mona Sedwal (L)
	Foundations of Research in the Social Sciences [S2CC506]	Prof. Manisha Priyam (L) Prof. Sudhanshu Bhushan Prof. Kumar Suresh Prof. Mona Khare Prof. A. K. Singh				

Semester III	Policy Analysis and Planning in Education [S3CC507]	Dr. N. K. Mohanty (L) Prof. Sudhanshu Bhushan Prof. K. Biswal Prof. Veera Gupta Prof. A. K. Singh Dr. Suman Negi	Education and Employment [S3EC525]	Prof. Aarti Srivastava (L) Dr. Jinusha Panigrahi Dr. N. K. Mohanty	Assessment of Development in a Social Context [S3SEC535]	Dr. Suman Negi (L) Prof. Neeru Snehi Dr. Kashyapi Awasthi
	Governance and Management in Education [S3CC508]	Prof. Kumar Suresh (L) Prof. Vineeta Sirohi Prof. Rashmi Diwan Prof. Manisha Priyam Prof. Neeru Snehi Dr. Sangeeta Angom Dr. Anshu Srivastava Dr. V. Sucharita Dr. Garima Malik	Gender and Education [S3EC526]	Prof. Madhumita Bandyopadhyay (L) Dr. Anupam Pachauri (L) Prof. Sunita Chugh Dr. Sangeeta Angom Dr. Amit Gautam Dr. Anshu Srivastava Dr. N. K. Mohanty Dr. V. Sucharita	Preparing and Presenting a Report based on the Assessment [S3SEC536]	Prof. Neeru Snehi (L) Dr. Suman Negi Dr. Shadma Absar
	Research Methodology for the Social Sciences [S3CC509]	Dr. Garima Malik (L) Dr. V. Sucharita (L) Prof. A. K. Singh Prof. Madhumita Bandyopadhyay Prof. Rasmita Das Dr. Santwana G. Mishra				
Semester IV	Financing of Education [S4CC510]	Prof. Mona Khare (L) Prof. Sudhanshu Bhushan Dr. V. P. S. Raju Dr. Jinusha Panigrahi	Advanced Statistical Techniques in the Social Sciences [S4EC527]	Dr. Santwana G. Mishra (L) Prof. Aarti Srivastava Dr. Amit Gautam Dr. Suman Negi Dr. Jinusha Panigrahi Mr. A. N. Reddy Dr. Pooja Singhal	Budget Analysis and Accountability [S4SEC537]	Dr. V. P. S. Raju (L) Prof. Sudhanshu Bhushan Prof. Mona Khare Dr. Sangeeta Angom Mr. A. N. Reddy
	Technology and Education [S4CC511]	Prof. K Srinivas (L) Prof. Pradeep Kumar Misra Dr. Amit Gautam	Reforms in Education [S4EC528]	Prof. Rashmi Diwan (L) Prof. Neeru Snehi Dr. Mona Sedwal Dr. Charu Smita Malik Dr. Subitha G. V.	Preparing a Grant Proposal [S4SEC538]	Dr. Sangeeta Angom (L) Prof. Sunita Chugh Dr. Pooja Singhal
	Comparative and International Education [S4CC512]	Prof. Pranati Panda (L) Prof. Sunita Chugh Dr. Tshering Chonzon Bhutia Dr. Eldo Mathew				

Basic Statistics: Dr. N. K. Mohanty (L) and Dr. Jinusha Panigrahi (L) [S0NC541]

SEMESTER I



SONC541: BASIC STATISTICS

Introduction to the Course

This course is designed for the students of MA in Education and Development to learn the basic statistics and its implementation in education-related data. Basic statistics course includes both theoretical and practical approach to understand the concepts, methods and techniques of statistics and its usage in education. The most important aspect of the course is to impart hands-on experience of usage of statistical methods and techniques for analysis and interpretation of educational data.

Course Objectives

This course will prepare students to:

- Develop conceptual understanding of the basic concepts, statistical methods and techniques used in educational research.
- Gain knowledge about the application of different statistical methods for data analysis and interpretation.

Learning Outcomes

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

- Acquaint with data collection, tabulation, data representation and its organisation;
- Estimate the parameters using different statistical methods and techniques; and
- Analyse data in general, and educational data in particular, and draw inferences from them.

Course Units

Unit 1: Basic and Descriptive Statistics

(Instructional Hours = 15)

This unit will acquaint the learners to understand the theoretical perspective on basic statistics and its implementation in social sciences and developmental studies. The unit will cover the theoretical and practical approach of basic statistics focusing on its objectives, and scope. The data and its types, index number, the process of handling data will be part of this unit. Various measures of central tendency and variability are also a part of this unit to understand and compare the available data. Practical exercises will be followed after each session to equip the learners with the statistical methods and techniques and analysis and interpretation of data.

- Basic statistics: objective, purpose and scope for education, population and statistics (1 session)
- Understanding data, collection, classification, tabulation and organisation of data (charts & diagrams), Scales of measurement: ordinal, nominal, ratio & interval, graphic and diagrammatic representation of data (4 sessions)
- Measures of central tendency; mean, median, mode (2 sessions)
- Measures of variability or dispersion; range, quartile deviation, standard deviation, coefficient of variation, skewness, quartiles, deciles and percentiles (4 sessions)
- Index number and its relevance, Gini Coefficient (1 session)



Essential Readings

- Cohen, L., & Holliday, M. (1979). *Statistics for education*. Harper and Row publishers.
- Das, R. K., & Nagar, A. L. (1996). *Basic statistics*. Oxford University Press.
- Field, A. (2018). *Discovering statistics using SPSS*. SAGE.
- Hamburg, M. (1979). *Basic statistics: A modern approach*. Harcourt Brace.
- Hand, D. J. (2008). *Statistics: A Very Short Introduction*. Open University Press.

Unit 2: Relationship between the Variables

(Instructional Hours = 15)

This unit will make the learners understand the correlational analysis between the variables and their interpretation in the context of the educational data. The regression analysis and interpretation of the relationships between the variables will also be a part of this unit to make the learners draw inferences from the available data at their disposal. There would be sessions to understand available government educational data such as, AISHE, U-DISE, UIS statistics, OECD statistics, NSSO data and their interpretation through practical exercises.

- Chi-square, Tests of significance, Hypothesis testing (2 session)
- Correlational analysis: simple, correlation (2 sessions)
- Trend analysis and time series data: Microsoft EXCEL, NSSO, UDISE, AISHE, ABE, UIS statistics, OECD data, etc. (5 sessions)
- Practical session (3 sessions)

Essential Readings

- Goode, W. J., & Hatt, P.K. (1952). *Methods in Social Research*. McGraw Hill.
- Gupta, S. P. (2010). *Statistical Methods*. Sultan Chand.
- Hamburg, M. (1979). *Basic statistics: A modern approach*. Harcourt Brace.
- Louis, C. & Holliday, M. (1979). *Statistics for Education*. Harper and Row Publishers.

Course Transaction

- The course transaction would be through lectures, discussions, question answer sessions, practical hands-on practices using statistical software for analysis and interpretation of data.

Assessment of Learning Outcomes

- The students will be assessed through classroom tests on the understanding of the statistical tools and methods in general, and particularly in the context of education and usage of excel and SPSS for data analysis and its interpretation.

Extended Readings

- Aggarwal, B. L. (2009). *Basic statistics*. New Age International.
- Gupta, C. B. (1972). *An introduction to statistical methods*. Vikas Publishing.
- Healey, J. F. (2002). *Statistics: Tool for social research*. Wadsworth.
- Korin, B. P. (1977). *Introduction to statistical methods*. Winthrop Publishers.
- Nagar, A. L. (1981). *Basic Statistics*. Oxford.
- Vogt, W. P., & Johnson, B. (2009). *Dictionary of Statistics & Methodology: A non-technical Guide for the Social Sciences*. Sage.

S1CC501: PERSPECTIVES ON DEVELOPMENT

Introduction to the Course

This core course on Perspective on Development will focus on critical understanding of the term Development and the many layers of the various perspectives that undergird it. The course examines the key issues, concepts at the multidisciplinary level and provides an analytical description of its historical evolution. The course brings to light the social, political and economic conditions required for development, and provides a cross comparative analysis of various development strategies adopted by nations for sustainable development. The course highlights the role of the State, Government and civil society and other international organisations in the development narratives. The course will equip the students to have a broad understanding of development in the rapidly changing contexts both national and international. Further, it will enable the students to think comprehensively and reflectively on the multidimensional nature of development and its impact on public policies and practices.

Course Objectives

This course will prepare students to:

- Develop knowledge and understanding of development from various disciplinary perspectives
- Equip the scholars with necessary skills to examine the development trajectories
- Analyse the different national and international contexts of development

Learning Outcomes

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

- Demonstrate specialised knowledge and understanding of perspectives on development
- Have a critical and discerned understanding of development
- Chart pathways for national and international development

Course Units

Unit 1: Historical Perspectives

(Instructional Hours = 15)

The unit will engage with the concept, meaning, nature and scope of development and its historical evolution from a multidisciplinary perspective. It will highlight how different countries viewed the concept of development through drawing on their historical experiences for the pursuit of desired outcomes. Further, it will investigate the ontology of intellectual commons with respect to concept, elements, structural tendencies and manifestations. The students will have the opportunity to trace and interpret the historical evolution of development in the context of its origins, nature and scope from various perspectives and analyse development strategies adopted by various countries.

- Concept, meaning, nature and scope of development
- Evolution of development from a multidisciplinary perspective

- Major approaches of development: Positivism, Structural-functionalism, Marxism, Critical Theory (the Frankfurt School), Post-colonialism, Post-modernism and Neo-liberalism.
- Debates and contestations, commons and rational choice

Essential Readings

- Amin, S. (1997). *Capitalism in the age of Globalization*. Zed Press.
- Douglas, B. (2008). *Development Education, debates and dialogue*. University of London.
- Hopper, P. (2012). *Understanding Development, issues and debates*. Polity Press.
- Rademaker, C. J. & Jochemsen, H. (2018). Beyond Modernization: Development Cooperation as Normative Practice. *Philosophia Reformata*, 83(1), 111-139.
- Ritzer, G. (2012). *Sociological Theory*. Sage Publications.
- Spiker, C. C. (1966). The Concept of Development: Relevant and Irrelevant Issues. *Monographs of the Society for Research in Child Development*, 31(5), 40-54.

Unit 2: Political Perspectives

(Instructional Hours = 15)

The unit highlights the political context of development with respect to its structures, policies and operations. Further, it will engage with the governmental systems and multilateral organisations, their policies, laws and regulations. The political nature of the state, government and civil society, the actors and their role in economic and social development will be deliberated. Case studies of political development trajectories from across countries reflecting power, politics, conflicts, state-building and regulations will be provided for analysis. The student will be able to analyse political frameworks of development across nations and engage critically with the role of politics and impact on development, and further, will be able to engage in political analysis and to derive the cause of political conflicts and challenges that impact development.

- Actors: State and Non-State Actors like Civil Society, Multilateral Organisations like World Bank, WTO
- Processes: Globalisation, Modernisation, Centralisation and Decentralisation
- India's Development Story:
 - Indian State and Development
 - Agrarian Development Strategy: Land Reforms and Green Revolution, Agrarian Crisis since 1990s
 - Industrial Development Strategy: Industrial Policies and Liberalisation

Essential Readings

- Bardhan, P. (1999). *The Political Economy of Development in India: Expanded edition with an epilogue on the Political Economy of Reform in India*. Oxford University Press.
- Clark, J. (Eds.). (2003). *Globalizing Civic Engagement: Civil Society and Transnational Action*. Earthscan.
- Hasan, Z. (Eds.). (2000). *Politics and State in India*. Sage.
- Held, D., McGrew, A., Goldblatt, D., & Perraton, J. (1999). *Global Transformations: Politics, Economics and Culture*. Stanford University Press.
- Mukherji, R. (Eds.) (2010). *India's Economic Transition: The Politics of Reforms*. Oxford University Press.
- Sainath, P. (2010). *Agrarian Crisis and Farmers' Suicide*. Occasional Publication 22. India International Centre (IIC).

Unit 3: Economic Perspectives

(Instructional Hours = 15)

Economic development as multidimensional in nature encompassing political and social aspects of development will be deliberated in this unit. The unit introduces the learners to various approaches of economic development and their schools of thought. It provides a comparative analysis of economic development across nations and also provides scope for deep dive on interpreting data concerning developed and developing economies. The unit discusses economic development for sustainable and inclusive growth for sustainable development. The student will have the opportunity to analyse various approaches underpinning economic development and examine their implications for policy. The students will be able to participate in contemporary policy debates on economic reforms and actionable programmes adopted by various nations.

- Economic History of Development
- Classical, Keynesian, Marxist and Friedman, Rostow (Linear stages of growth model, theories and patterns of structural change, international-dependence revolution and neoclassical free market counter revolution)
- Gross Domestic Product and Human Resource Development
- Markers of Development
- Sustainable Development

Essential Readings

- Brenner, Y. S. (1966). *Theories of Economic Development and Growth*. George Allen & Unwin Ltd.
- Gradstein, M., & Konrad, K. A. (2006). *Institutions and Norms in Economic Development*. The MIT Press.
- Lopez, R., & Toman, M. A. (2006). *Economic Development and Environmental Sustainability: New Policy Options*. Oxford University Press.
- Reinert, E. S., Ghosh, J., & Kattel, R. (2016). *Handbook of Alternative Theories of Economic Development*. Edward Elgar Publishing.
- Schultz, P. & Strauss, J. (2008). *Handbook of Development Economics (Volume III)*. Elsevier.
- Skousen, M. (2007). *The Big Three in Economics, Adam Smith, Karl Marx and John Maynard Keynes*. M. E. Sharpe.

Unit 4: Social Perspectives

(Instructional Hours = 15)

The unit provides an understanding of the correlation between various socio-cultural factors and the process of development. It attempts to form a causal relationship between different components of economic development and societal factors and tries to understand how these variables facilitate or inhibit the development process. It also explores the processes of social change, mobilisation and development that can generate greater equity and wellbeing for people. The unit aims to introduce students to different approaches through which diverse and marginalised groups gain access to resources and participate in the development process. It introduces students to key strategies and policies employed to address the critical issues of poverty and deprivation, particularly focusing on the vulnerable and marginalised section of the population. This unit also proposes to introduce students to the conditions, contexts and forms of contestation over development paradigms and develop an understanding of how various social movements influence and interact with the development process in India.

- Caste, Class and Gender
- Culture and Development
- Marginalised and Vulnerable Groups, Relative Deprivation
- Social Movements and the Development Process in India: Experiences and Lessons

Essential Readings

- Corbridge, S., Harriss, J., & Jeffrey, C. (2013). *India Today: Economy, politics and society*. John Wiley & Sons.
- Damodaran, H. (2008). *India's new capitalists: Caste, business, and industry in a modern nation*. Palgrave.
- Hooks, G. (Ed.). (2016). *The Sociology of Development Handbook*. University of California Press.
- Momsen, J. H. (2004). *Gender and Development*. Routledge.
- Oommen, T. K. (2004). *Nation, Civil Society and Social Movements: Essays in Political Sociology*. SAGE Publications.
- Sen A, & Drèze J. (2002). *India: Development and Participation*. Oxford University Press.

Course Transaction

The methodology of units includes lecture discussions and group activities followed by oral presentations, panel discussions, case study analysis, role plays, reflective activities, etc.

Assessment of Learning Outcomes

- 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.

Suggested Readings

- Appadurai, A. (2004). The capacity to aspire: Culture and the terms of recognition. In V. Rao & M. Walton (Eds.), *Culture and public action* (pp. 59-84). Stanford University Press.
- Bhagwati, J. (2002). *Growth, Poverty and Reforms*. In Uma Kapila & Raj Kapila (Eds.), *A Decade of Economic Reforms*. Academic Foundation.
- Chatterjee, P. (1997). *State and Politics in India*. Oxford.
- Das, M. (2008). *Minority status and labor market outcomes: Does India have minority enclaves?*. Policy Research Working Paper (4653). The World Bank.
- Harriss-White, B. (2003). *India working: Essays on society and economy*. Cambridge University Press.
- Harriss-White, B., Basile, E., Dixit, A., Joddar, P., Prakash, A., & Vidyarthi, K. (2014). *Dalits and Adivasis in India's Business Economy: Three Essays and an Atlas*. Three Essays Collective.
- Jagdish, B. (2007). *In Defense of Globalization*. Oxford University Press.
- Sen, A. (2009). *Development as Freedom*. Oxford University Press.
- Singh, Y. (2012). Modernization and Its Contradictions: Contemporary Social Changes in India. *Polish Sociological Review*, 178(2), 151-166.
- Steger, M. (2017). *Globalization: A Very Short Introduction*. Oxford University Press.

S1CC502: THEORIES OF DEVELOPMENT

Introduction to the Course

Adam Smith, in his magnum opus “Wealth of Nations ...”, laid the early foundations of development. He argued that division of labour is the source of productivity leading to material progress of nations. He also advocated the material and moral progress of the nation in line with the Scottish tradition. Classical theory of development was further given shape by Karl Marx. He argued that the source of material progress is in the conditions and relations of production. However, the capitalist system suffers from internal contradictions in terms of the realisation crisis and falling rate of profit. Classical theory of development was further developed in the post-colonial context in terms of the writings of classical political economy. Various theories of development after Marx developed either in support or as opposition to it from various quarters. Post Marxist strand of thought was developed in explaining the expansion of the world capitalist system. On the other hand, there were groups of economists, neoclassicals, who theorised development in terms of individual freedom and the laissez-faire approach supporting market and the minimal role of state. This paradigm of market-based development was dominant throughout the 20th century. Another strand of development theory looks at the role of human capital in development. Human capital approach was advanced by Theodore Schultz, among other economists, who saw the development with greater human capital formation. W.W. Rostow argued five stages of economic growth and it noted that the development must fulfil the “preconditions for take-off”.

The scope of development literature shifted from the capital-centric approach to development as capabilities of human beings. Amartya Sen proposed that under-development is due to lack of freedom of opportunities. Sen and Haque contributed to the human development index which became an annual feature of UNDP. The latest development debate is captured in sustainable development goals in the report of UNDP. Development debates in India will be an important component of the course. It presents a comprehensive understanding and role of planning in Indian economic development. Recent Writings on Development in India take neoliberal approach to argue the importance of economic growth as it is noted that the reduction of poverty is possible only on the basis of the fast growth. Jagdish Bhagwati and Arvind Panagariya support the above approach to development. On the other hand, Jean Drèze and Amartya Sen have been emphasising the role of public action in eliminating deprivation and expanding human freedoms in India focusing on well-being and freedom rather than the standard indicators of economic growth. Prabhat Patnaik adds an important dimension to the political economy development debate in India by strongly emphasising the role of planned economy with a commitment to egalitarianism.

Course Objectives

This course will prepare students to:

- Understand the origins of development in the classical theories of development
- Analyse the Marxist Reconstruction of development in world capitalist system theories
- Understand the importance of the market in the choice theoretic framework of development

- Develop an understanding of the role of human being in development
- Analyse the various strands of development debates in India

Learning Outcomes

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

- Understand the origins of development theories
- Analyse the theories of development in the post-world war period in terms of various opposing strands of thought
- Develop an understanding of human development as the cornerstone of the development process
- Develop an understanding of various debates on development in India

Course Units

Unit 1: Classical Theory of Development

(Instructional Hours = 10)

The course captures the seminal contribution of Adam Smith in understanding the moral and material progress of the nation. Adam Smith noted the importance of division of labour and tripartite division of land, labour and capital in the economy – their role in the production and distribution of national wealth formation. Adam Smith's account of development has relevance in contemporary period "given the way economists have bungled in anticipating the gigantic crisis in which we are caught today" (Sen Amartya, 2010, p. 51) Classical theories of development were further systematised by Karl Marx who discussed the dynamics of capitalist development through the labour theory of value and captured the crisis of development in terms of falling rate of profit and realisation crisis. This unit focuses upon a case for analytical reconstruction of the macro dynamics of development, taking the clue from the political economy of Adam Smith and Marx.

Essential Readings

- Bardhan, P. (1985). Marxist Ideas in Development Economics: A Brief Evaluation. *Economic and Political Weekly*, 20(13), 550–555.
- Bharadwaj, K. (1990). Paradigms in Development Theory: Plea for 'Labour-ist' Approach. *Economic and Political Weekly*, 25(4), PE20–PE28.
- Bharadwaj, K. (1994). Alternative analytical paradigms in theories of development. In K. Bharadwaj (Ed.), *Accumulation, exchange and development: Essays on the Indian economy*. Sage Publications.
- Sen, A. (2010). Adam Smith and the contemporary world. *Erasmus Journal for Philosophy and Economics*, 3(1), 50-67.

Unit 2: Post Second World War Theory of Development – Marxist Reconstruction of Development in World Capitalist System Theories

(Instructional Hours = 20)

Post Second World War is the period, on the one hand, of the rise of monopoly capital and the challenges of development in the newly independent nations. World gets divided into developed and underdeveloped nations. Interactions with the two worlds and characterising the process of development has been a highly challenging task towards which post Marxist's writers contributed a lot. Students need to be acquainted with this literature in a course on development theories. For example, Paul Baran systematically captures the problems of development and underdevelopment from a political economy perspective. Immanuel

Wallerstein, Andre Gunder Frank and Samir Amin further expand the understanding of world capitalist system development in terms of prolonged crisis, and over the question of the political and economic dynamics.

Essential Readings

- Amin S. (1976). *Unequal Development: An Essay on the Social Formations of Peripheral Capitalism*. Translated by Brian Pierce. Monthly Review Press.
- Amin, S., Arrighi, G., Frank, A. G., & Wallerstein, I. M. (1982). *Dynamics of global crisis (Vol. II)*. NYU Press.
- Baran, P. A. (1957). *The Political Economy of Growth* (unknown Ed.). Monthly Review Press.
- Chatterjee, P. (2007) *Democracy and Economic Transformation in India* [R. R. Kale Memorial Lecture]. Gokhale Institute of Politics and Economics.
- Frank, A. G. (2018). The development of underdevelopment. In P. F. Klaren & T. J. Bossert (Eds.), *Promise of Development* (pp. 111-123). Routledge.
- Kaviraj, S. (1988) A Critique of the Passive Revolution. *Economic and Political Weekly*, 23(45-47), 2429-2444.

Unit 3: Freedom and Choice in the Theory of Development (Instructional Hours = 15)

Theories of development were, however, strongly defended by those thinkers who believed in individual freedom and choice theoretic framework. They believed both the economic system and political system need to follow the market principles in which individuals are guided by self-interests. Milton Friedman, among many others, was a strong advocate of “invisible hand” settling the outcomes of interaction. Theodore Schultz, Lewis, among others, noted the importance of human capital in development and W. W. Rostow argued five stages of economic growth and noted that the development must fulfil the “preconditions for take-off”. Students need to understand the development literature that follows the logic of the market.

Essential Readings

- Friedman, M., & Friedman, R. D. (1990). *Free to Choose: A personal statement*. Harcourt Brace Jovanovich.
- Lewis, W. A. (1954). *Economic development with unlimited supplies of labour*. <http://la.utexas.edu/users/hcleaver/368/368lewistable.pdf>
- Rostow, W. W. (1990). *The stages of economic growth: A non-communist manifesto*. Cambridge University Press.
- Schultz, T. W. (1961). Investment in Human Capital. *The American Economic Review*, 51(1), 1–17. <http://www.jstor.org/stable/1818907>

Unit 4: Human Development Theory (Instructional Hours = 05)

An important contribution in development theory is seen in terms of a wider perspective of human development emphasised by Amartya Sen and Mahbub ul Haq. They put emphasis on capabilities rather than the income-based approach. The approach received world-wide recognition, in particular, by UNDP which regularly publishes the human development index as the measure of development. The latest development debate is in terms of sustainable development goals.

Essential Readings

- Alkire, S. (2007). *Choosing Dimensions: The Capability Approach and Multidimensional Poverty*. Chronic Poverty Research Centre Working Paper No. 88. University of Oxford..
- Sachs, J., Kroll, C., Lafortune, G., Fuller, G., & Woelm, F. (2021). *Sustainable development report 2021*. Cambridge University Press.
- Sen, A. (2014). Development as freedom (1999). In J. T. Roberts, A. B. Hite & N. Chorev (Eds.), *The globalization and development reader: Perspectives on development and global change* (pp.525-548). Wiley Blackwell.

Unit 5: Development Debates in India

(Instructional Hours = 10)

The post-independence strategy of development was focused on self-reliant growth with an emphasis on the role of planning as well as market. This is commonly understood as a mixed economic model of development. Sukhamoy Chakravarty presents a comprehensive understanding and role of planning in Indian economic development. Recent writings on development in India take neoliberal approach to argue the importance of economic growth as it is noted that the reduction of poverty is possible only on the basis of fast growth. Jagdish Bhagwati and Arvind Panagariya support the above approach to development. On the other hand, Jean Drèze and Amartya Sen have been emphasising the role of public action in eliminating deprivation and expanding human freedoms in India focusing on well-being and freedom rather than the standard indicators of economic growth. Prabhat Patnaik adds an important dimension to the political economy development debate in India by strongly emphasising the role of planned economy with a commitment to egalitarianism.

Essential Readings

- Bhagwati, J., & Panagariya, A. (2013). *Why Growth Matters: How Economic Growth in India Reduced Poverty and the Lessons for Other Developing Countries*. Public Affairs.
- Chakravarty, S. (1998). Development planning: the Indian experience. *OUP Catalogue*.
- Drèze, J., & Sen, A. (2013). *An Uncertain Glory: India and its Contradictions*. Allen Lane.
- Patnaik, P. (1991). *Economics and Egalitarianism*. Oxford University Press.

Course Transaction

- The course 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.

Assessment of Learning Outcomes

- The course evaluation will be done through their critical engagement in the classroom, assignments (book review and term paper) and term-end examination.

C1CC503: FOUNDATIONS OF EDUCATION

Introduction to the Course

The Foundations of Education lie in its philosophical base of the knowledge, socio-cultural contexts, and normative frameworks. This course aims at exposing the students to the basic concepts, ideas and theories related to 'Education and Development' from multiple perspectives. Although there are multiple perspectives from different disciplines having implications for education, this course on 'Foundations of Education' will focus philosophical, sociological and normative foundations/frameworks on education.

Course Objectives

This course will prepare students to:

- Develop a comprehensive understanding of the disciplinary knowledge base inbuilt into the aims and objectives of education;
- Make students familiar with philosophical foundation, sociological foundation and normative framework of education as an area of study with implications for meaning, nature and practices of education with examples from the Indian context; and
- Equip with the skills of critical thinking and reflections about educational problems and issues, based on logics and rationality.

Learning Outcomes

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

- Explain the philosophical and epistemological base of knowledge transmitted through education system;
- Analyse the socio-cultural, political and economic contexts of the educational institutions, individuals and society;
- Explain the normative framework of the education system in India as ordained in the Constitution of India, and Education Policies; and
- Examine relationships between education, society, culture and economy in a multi-disciplinary framework.

Course Units

Unit 1: Foundations of Education – An Overview

(Instructional Hours = 15)

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development (NEP-2020, p1). The Foundations of Education, comprising philosophical, sociological and normative orientations of education, are expected to develop a holistic understanding of the meaning, nature and scope of education, to equip with the skills of doing critical analysis, and broaden the horizon of looking at education from multi-disciplinary perspectives.

Essential Readings

- Aldrich, R., & White, J. P. (1998). *The national curriculum beyond 2000: the QCA and the aims of education*. Institute of Education, University of London.
- Dharampal. (1981). *The Beautiful Tree: Indigenous Education in the Eighteenth Century*. India Press.
- Kumar, K. (1991). *Political Agenda of Education: Study of Colonialist and Nationalist Ideas*. Sage Publications India.

Unit 2: Philosophical Foundation

(Instructional Hours= 15)

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

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

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

- Work education and Swaraj: works of Shri M.K. Gandhi.
- Education and nature: works of Shri Rabindranath Tagore.
- Education and holistic development: works of Sri Aurobindo.
- Education of the poor- works of Paulo Freire,
- Democracy and education- works of John Dewey.
- Why are you being Educated-works of Jiddu Krishnamurti

Essential Readings

- Carr, W. (2005). *The Routledge Falmer Reader in Philosophy of Education*. Routledge.
- Dewey, J. (1966). *Democracy and Education: An Introduction to the Philosophy of Education*. Free Press.
- Freire, P. (1972) *Pedagogy of the Oppressed*. Penguin
- Gandhi, M.K (1962). *The Problem of Education*. Navajivan Publishing House.
- Aurobindo, S. (1924). *A System of National Education*. Arya Publishing House.
- Tagore, R. (1961). *Towards Universal Man*. Asia Publishing House.

Unit 3: Sociological Foundations

(Instructional Hours = 15)

Under the Unit-III: Sociological Foundation, 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 of Education
- Culture, Socialisation and Education: Home and School Linkages and Dichotomies,
- School as Social Organisation
- Education and Social Stratification – Caste, Class, Tribe and Gender
- Education and Social Change – Modernisation and Globalisation

Essential Readings

- Bernstein, B. (1977). Social Class and Linguistic Development: A Theory of Social Learning. In A. H. Halsey, J. Floud & C. A. Anderson (Eds.), *Education, Economy and Society* (pp. 288-314). Free Press.
- Bourdieu, P. (1974). Cultural Reproduction and Social Reproduction. In R. Brown (Ed.), *Knowledge, Education and Social Change* (pp. 71-84). Taylor and Francis.
- Durkheim, E. (1961). *Moral Education: A Study in the Theory and Application of the Sociology of Education*. The Free Press of Glencoe.
- Foucault, M. (1995). *Discipline and Punish: The Birth of the Prison*. Vintage Books.
- Mills, C. W. (1959). *The Sociological Imagination*. Oxford University Press.

Unit 4: Normative Framework of Education

(Instructional Hours = 15)

The course will end with critical discussions and debates on normative notions of education as they exist and are operationalised.

- Constitutional Provisions for Education ordained in the Constitution of India
- Policy Directives for Education in India: National Education Policies - 1968, 1986, and 2020
- Education as Fundamental Right - Right to Education Act, 2009

Essential Readings

- Government of India. (1970.) *Education and National Development: Report of the Education Commission 1964-66* (Vol I: General Problems). National Council of Educational Research and Training.
- Government of India. (1986). *National Policy of Education*. Ministry of Human Resource Development, GOI.
- Government of India. (2020). *National Education Policy-2020*. Ministry of Human Resource Development, GOI.
- Kumar, K. (2014). *Politics of Education in Colonial India*. Routledge India.
- NIEPA (2020). *NEP-2020: Implementation Strategies*. National Institute of Educational Planning and Administration.
- *The Constitution of India* (Selected Extracts)



Course Transaction

The course on 'Foundations 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.

Assessment of Learning Outcomes

The course evaluation will be done through their critical engagement in the classroom, assignments (book review and term paper) and term-end examination.

Extended Readings

- Bernstein, B. (1971). *Class, Codes and Control*. Routledge & Kegan Paul Ltd.
- Bourdieu, P., & Passeron, J. (1990). *Reproduction in Education, Society and Culture*. Sage.
- Durkheim, E. (1956). *Education and Sociology*. The Free Press.
- Hargreaves, D. (1980). A Sociological Critique of Individualism in Education. *British Journal of Educational Studies*, 28(3), 178-198.
- Illich, I. (1971). *Deschooling Society*. Penguin.
- Kamat, A. R. (1985). *Education and Social Change*. Popular Prakashan.
- Kumar, K. (1980). *Social Character of Learning*. Orient Longman.
- Pathak, A. (2002). *Social Implication of Schooling: Knowledge, Pedagogy and Consciousness*. Rainbow Publishers.
- Thapan, M. (2015). *Education and Society – Themes, Perspectives and Practices*. Oxford University Press.
- Young, M. (Ed.). (1971). *Knowledge and Control*. Collier-Macmillan.

S1EC521: HUMAN DEVELOPMENT

Introduction to the Course

The Human Development course is designed to understand the field of human development through various disciplinary lenses like Psychology, Sociology, Education, Anthropology, Public Policy and Economics. They focus on various human development aspects that shape life circumstances and course of life. Within the field of psychology, the stage theories, issues of nature-nurture and continuity-discontinuity, and metatheories help to understand promotion of positive health and development as well as social justice among diverse individuals across life-span. Sociologists and social anthropologists' study human development in the light of the socio-cultural contexts, norms, values and way of life in proximal contexts as experienced by children, including family, material resources, schools, neighbourhoods, peers, community and society. The economics of human development deepens understanding of the cognitive and non-cognitive capabilities that determine success in life. The discipline of economics views human development as primarily increasing people's freedom, opportunities and choices while also enhancing their well-being.

Learning Objectives

This course will prepare students to:

- Acquire knowledge of the concept of human development from a multidisciplinary perspective
- Critically analyse the psychological theories and methods to study human development at different stages
- Understand the role of society and culture on human development
- Familiarise with the human development discourse in economic development and issues of measurement

Learning Outcomes

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

- Understand human development from a multidisciplinary perspective
- Develop skills for critical appraisal of theories and methods to study human development
- Reflect on the role of society and culture at various stages of human development
- Identify the contemporary issues of human development and economic growth

Course Units

Unit 1: Introduction to Human Development

(Instructional Hours = 15)

The multidimensional nature of human development covers a complex interplay of factors that influence development across the lifespan, including biological, cognitive and socio-emotional changes. It includes the full range of human activities and behaviours from a sound physical environment to social, psychological, economic and political freedom.

- Concept of human development from multidisciplinary perspective
- Factors influencing development

- Principles of human development
- Theories of human development
- Methods for studying human development: evidence and research from international and national context
- Human development and education

Essential Readings

- Green, M. G. & Piel, J.A (2010). *Theories of human development: A Comparative Approach*. Psychology Press.
- Lerner, R. M. (2018). *Concepts and Theories of Human Development*. Routledge.
- Salkind, N. J. (2004). *An Introduction to Theories of Human Development*. SAGE Publications, Inc.
- Sigelman, C. K. & Rider, E. A. (2014). *Life-Span Human Development*. Wadsworth Publishing Co. Inc.

Unit 2: Psychological Perspective of Human Development (Instructional Hours = 15)

The psychological perspective of human development is concerned with the scientific understanding of age-related changes in experience and behaviour, not only in children but throughout the life-span. The focus is to discover, describe, and explain how development occurs, from its earliest roots, into childhood, adulthood, and old age. To understand human development requires not only to make contact with human nature but also to consider the diverse effects of culture on the developing child. The unit will also delve into the dynamics of the teaching-learning process, and managing equity and diversity aiming at the holistic development of the learner.

- Developmental domains - physical, cognitive, emotional, social, moral, neurological to prepare and support unique needs and growth of all learners to promote healthy development
- Stages of human development - infancy, childhood, adolescence, adulthood, old age
- Human developmental science and Learning - strategies, interventions and support system in the Indian context
- Management of individual differences - intelligence, creativity, problem-solving and thinking, quality of life; mental health and happiness influencing developmental outcomes

Essential Readings

- Dalal, A. K. & Misra, G. (2006). Psychology of health and well-being: Some emerging perspectives. *Psychological Studies*, 51(2-3), 91-104.
- Dalal, A. K. & Misra, G. (2010). The Core and Context of Indian Psychology. *Psychology and Developing Societies*, 22(1), 121-155.
- Hurlock, E. B. (2017). *Developmental Psychology. A Life-Span Approach*. Mc.Graw Hill Education.
- Misra, G. (2007). *Psychology and societal development: Paradigmatic and social concerns*. Concept Publishing Company.
- Sinha, D. (1986). *Psychology in a third world country: An Indian experience*. SAGE Publications.

Unit 3: Socio-Cultural Aspects of Human Development (Instructional Hours = 15)

This unit introduces students to the concepts involved in human development from a socio-cultural perspective. It views humans as social and cultural beings and aims to understand why we do what we do.

The students will also study the core institutions of human society and the changes in these institutions taking place due to several factors. In particular, the following aspects will be dealt in detail:

- Societal Factors: family (socialisation, enculturation, acculturation, rites of passage), neighbourhood, communities, teachers, and schools influencing learning and development
- Cultural Diversity: social class, ethnicity, religion, race, language, location, gender influence on learning and development
- Lifelong learning and development at individual level and societal level
- Equity and opportunity as transformational experience and learning

Essential Readings

- Cormack, C. M. & Strathern, M. (1998). *Nature, Culture and Gender*. University Press.
- Saraswathi, T. S. (1999) *Culture, Human Development and Socialization*. Sage Publications.
- Saraswathi, T. S. (2003). *Cross-Cultural Perspectives in Human Development: Theory, Research and Applications*. Sage Publications.

Unit 4: Economic Perspective of Human Development

(Instructional Hours = 15)

This unit is devoted to the understanding of human development from an economics perspective. Human development is the process by which an individual's freedom, opportunities, and well-being are continuously improved. While recognising that human development and economic growth are different paradigms that imply different objectives, measurement techniques, and policies, literature has also shown that economic growth and human development are interconnected and mutually reinforcing each other.

- Theories of Human Capital: Becker View of Human Capital in Production Function, Schultz View, Spence View; Linkage of Human Capital Theory and Human Resource Development
- Capability Approach and Human Development: Development paradigm focusing on well-being
- Human Development Indices: Conceptual and Measurement Issues; Technical Issues and Alternative Indices
- Millennium Development Goals and Sustainable Development Goals and linkage with Human Development
- Human Development in Indian States: Status of States in Human Development
- Migration and Human Development: Integration of Migration and Development Policies in India

Essential Readings

- Becker, G. S. (1962). Investment in Human Capital: A Theoretical Analysis, *The Journal of Political Economy*, 70(5), 9-49.
- Dholakia, R. H. (2003). Regional Disparity in Economic and Human Development in India, *Economic and Political Weekly*, 38(39), 4166-4172.
- Haq, M. U. (1995). *Reflections on Human Development*. Oxford University Press.
- Sen, A. (1985). *Commodities and Capabilities*. Oxford University Press.
- Srivastava, R. (2020). *Integrating Migration and Development Policy in India: A Case Study of Three Indian States*. Centre for Employment Studies Working Paper Series 03/2020. Institute for Human Development.



Course Transaction

The course will be transacted by adopting various methods such as lectures, critical readings, group discussions, case studies, etc.

Assessment of Learning Outcomes

The students will be evaluated by using formative assessment in terms of discussions, term papers and seminars, and summative assessment by conducting end-term examinations. The weightage will be 40 per cent for formative assessment and 60 per cent for summative assessment.

Extended Readings

- Croll, E. (2000). *Endangered Daughters: Discrimination and Development in Asia*. Routledge.
- Das, V. (Ed.) (2003). *The Oxford India companion to Sociology and Social Anthropology: Volumes 1 and 2*. Oxford University Press.
- Dube, L. (1997). *Women and Kinship: Comparative Perspectives in Gender in South and Southeast Asia*. United Nations University Press.
- Hanushek, E. A., & Wosmann, L. (2010). Education and economic growth. In D. Brewer & P. McEwan (Eds.), *Economics of Education* (pp. 60-67). Elsevier.
- Hurlock, E. B. (2017). *Child Development*. McGraw Hill Education.
- Noorbaksh, F. (1998). The Human Development Index: Some Technical Issues and Alternative Indices, *Journal of International Development*, 10(5), 589-605.
- Pandey, J. (Ed.). (2002). *Psychology in India Revisited, Volume 2*. SAGE Publications.
- Schultz, T. W. (1961). Investment in human capital. *The American Economic Review*, 51(1), 1-17.
- Sinha, D. (1996). Culturally rooted psychology in India: Dangers and developments. *Interamerican Journal of Psychology*, 30, 99-110.
- UNDP. (1990). *Human Development Report 1990*. Oxford University Press.

S1EC522: ALTERNATIVE DEVELOPMENT PARADIGMS

Introduction to the Course

Paradigm shifts occur after the anomalies that challenge the status quo are consolidated. This course is designed to familiarise students with major development debates. It aims to study the dominant paradigms of development through shifts in economic thinking and the role of state. Critique of development through possible alternative paradigms will be studied in detail which will be substantiated with policy examples and country experiences.

Course Objectives

This course will prepare students to:

- Understand dominant paradigms of development
- Know alternative paradigms both in theory and practice
- Familiarise with different models of alternative development through a detailed study of region and country specific experiences

Learning Outcomes

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

- Have a better understanding of the dominant and alternative development paradigms evident globally
- Study a select paradigms of development in view of different regional and country specific experiences

Course Units

Unit 1: Shifts in Dominant Paradigms of Development

(Instructional Hours = 15)

The introductory part examines the dominant paradigms and competing ideologies of development during the defined period. The suggested themes in the unit would deduce the theses of development and economic thinking through a historical timeline until twentieth century, examining debates, and the prevalent models of development.

- Understanding the Dominant Paradigms
- Emergence of Capitalism and Socialism
- Different models of Capitalism - American, German and Japanese
- Different models of Socialism - Russian and Chinese
- Shifts in Dominant Economic Thinking: Modernisation Theories
 - Keynesianism versus Monetarism, Challenges to Keynesianism
 - Washington Consensus
 - Neo Institutionalism



Essential Readings

- Allen, R. C. (2011). *Global Economic History - A Very Short Introduction*. Oxford University Press.
- Connor, D. E. (2006). *Encyclopedia of the Global Economy: Vol I*. Greenwood Publishers.
- Fulcher, J. (2004). *Capitalism - A Very Short Introduction*. Oxford University Press.
- Stein, J. L. (1982). *Monetarist, Keynesian and New Classical Economics*. Wiley-Blackwell & Oxford.
- Williamson, J. (2005). The Strange History of the Washington Consensus. *Journal of Post Keynesian Economics*, 27(2), 195-206.

Unit 2: Alternative Paradigms: Challenges to Modernisation Theories and the Concept of Underdevelopment (Instructional Hours = 15)

This unit would evaluate the gradual decline of dominant models of development that paved way for alternative ways of thinking. In the backdrop, theoretical premises of modernisation theories were challenged by theories and ideologies acknowledging the variations of the underdeveloped regions. Further, alternative set of theories facilitated identification of actual problems of the developing countries through evolution of a standard model of explanation and also acted as a lamp-post for prospective development in a sustainable mode.

- Marxist: Dependency, Core-Semi-periphery-Periphery
- Feminist Critique of Development and Ecofeminism
- Subaltern
- Gandhian
- Human Development vs Human Resources
- Sustainable Development
- Post Developmentalism

Essential Readings

- Balasubramanian, S., & Cashin, P. (2019). *Gross National Happiness and Macroeconomic Indicators in the Kingdom of Bhutan*. IMF Working Paper No. 2019/015. International Monetary Fund.
- Gaus, G. F., & Kukathas, C. (Eds.). (2004). *Handbook of Political Theory*. Sage.
- Mies, M., & Shiva, V. (2010). *Ecofeminism*. Rawat Publications.
- Parris, T. M., & Kates, R. W. (2003). Characterizing and Measuring Sustainable Development. *Annual Review of Environment and Resources*, 28(1), 559-586.
- Santos, T. D. (1970). The Structure of Dependence. *The American Economic Review*, 60(2), 231-236.
- Srinivasan, T. N. (1994). Human Development: A New Paradigm or Reinvention of the Wheel? *The American Economic Review*, 84(2), 238-243.

Unit 3: Select Paradigms of Development in Practice (Instructional Hours = 15)

Acknowledging the variations of theoretical constructions with the actual reality, this unit would offer a thematic treatment of alternative models and paths to development adopted by both developed and the developing world. It advances understanding and critical evaluation of the scenario in the twentieth century, which gave rise to a newer understanding of development and collateral rise of authoritarian tendencies in the developing world.

- Ideological and philosophical foundations of development - critical assessment of Juche (North Korea) and Influence of Confucianism in East Asia (e.g., South Korea);
- Strategies towards self-sufficiency eg. Import Substitution Industrialisation (ISI), Bangladesh model of microfinancing
- Emergence of welfarism and welfare state ideology
- Authoritarianism and development - Army led development and rise of bureaucratic authoritarianism
- Developmental perspective on indigenous communities

Essential Readings

- Ashford, D. E. (1987). *The emergence of the welfare states*. Blackwell.
- Baer, W. (1972). Import substitution and industrialization in Latin America: Experiences and interpretations. *Latin American Research Review*, 7(1), 95-122.
- Gray, K., & Lee, J. W. (2017). Following in China's footsteps? The political economy of North Korean reform. *The Pacific Review*, 30(1), 51-73. DOI: 10.1080/09512748.2015.1100666
- Mirsky, G. I. (1981). The Role of the Army in the Socio-political Development of Asian and African Countries. *International Political Science Review*, 2(3), 327-338.
- Quane, H. (2005). The Rights of Indigenous Peoples and the Development Process. *Human Rights Quarterly*, 27(2), 652-682.
- Yunus, M. (2004). Grameen Bank, Microcredit and Millennium Development Goals. *Economic and Political Weekly*, 39(36), 4077-4080.

Unit 4: Regional and Country Specific Experiences

(Instructional Hours = 15)

The unit examines the development trajectory of select countries in Asia, Africa and Latin America to facilitate a better understanding of the policy interventions of the successive governments in the respective countries. The diversity of experiences and experimentation with various models of development provides a desirable justification for a detailed study of the countries and regions in this section.

- China - Communist development in China; post-1978 developments, economic reforms and Chinese experiment with capitalism
- Latin American Experiences - Brazil and Chile
 - Brazil - pre-1930 developments, Vargas Era (Populism), 1964-1985 (Military rule), 1990s, Plano Real - Era of Globalisation
 - Chile - Allende to Pinochet; Chilean experiment with capitalism, critical assessment of Miracle of Chile
- African experiences: Regional variations in Anglophone, Francophone, Lusophone Africa; Case Study of Tanzania and South Africa
- India
 - 1947-1991 (Pre-Liberalisation era)
 - 1991-present (Liberalisation era)

Essential Readings

- Chatterjee, P. (1997). Development Planning and the Indian State. In P. Chatterjee (Ed.), *State and Politics in India*. Oxford University Press.

- Fishlow, A. (1980). Brazilian Development in Long-Term Perspective. *The American Economic Review*, 70(2), 102-108.
- Ghosh, J. (1998). Liberalization Debates. In Byres T. J. (ed.), *The Indian Economy: Major debates since independence*. Oxford University Press.
- Kay, C. (2002). Why East Asia Overtook Latin America: Agrarian Reform, Industrialisation and Development. *Third World Quarterly*, 23(6), 1073-1102.
- Kim, S. S. (1984). Post-Mao China's development model in global perspective. In N. Maxwell & B. McFarlane (Eds.), *China's Changed Road to Development* (pp. 213-232). Pergamon.
- Kurtz, M. (2001). State Developmentalism without a Developmental State: The Public Foundations of the "Free Market Miracle" in Chile. *Latin American Politics and Society*, 43(2), 1-25.
- Stewart, F., Lall, S., & Wangwe, S. (1992). *Alternative Development Strategies in Sub Saharan Africa*. Palgrave Macmillan.

Course Transaction

- All the four units of the course would be allotted equivalent instructional hours. The format of course transaction would comprise classroom lectures and discussion based on the readings.

Assessment of Learning Outcomes

- One term paper
- One group work-based presentation

S1SEC531: WRITING AN EXTENDED ESSAY ON DEVELOPMENTAL CONTEXTS AND DEBATES

Introduction to the Course

Writing is a window to your thought process. What you write on paper will tell the reader how you think, how you argue and the way you substantiate your viewpoint. Essay writing in particular should be clear, concise, focussed, structured and backed up with evidence. It aids in communicating ideas, information and research to the wider academic community. Each subject discipline has its own writing conventions, vocabulary and types of discourse. This course would provide you a wider and more comprehensive understanding of essay writing as a field of knowledge and would accommodate a wide variety of your learning needs. Needs may range from understanding the basic structure, types, strategies and key words of essay writing to knowing how to conduct and process literature review as well as online databases, and to also acquiring skills to critically and reflectively form arguments in the context of developmental debates and avoiding plagiarism as well as focusing on referencing and citations.

Course Objectives

This course will prepare students to:

- Acquire both the theoretical knowledge and practical skills necessary to produce comprehensive arguments for the academic discourses.
- Practice critical reading and writing through summarising, analysing, evaluating and synthesising ideas.
- Demonstrate understanding of contemporary social and developmental debates in the field of education and reflect on them critically.
- Understand one's own thinking processes and reflect on the growth to identify strategies for improving essay writing and language skills.

Learning Outcomes

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

- Understand the basic structure, steps and strategies of essay writing
- Differentiate between essay writing, academic writing and non-academic writing
- Understand the different kinds of essay writing
- Discover the importance of closely reading and analysing the literature
- To practice the basic skills of performing quality literature review
- Develop ability to brainstorm, reflect and create an argument
- To identify and avoid plagiarism
- To practice the skills of referencing and citations
- Reflect cognitively and metacognitively on development and debates in education and processes while writing and analysis



Course Units

Unit 1: Essay Writing: Conceptualisation, Types, Structure, Strategies and Skills

(Instructional Hours = 15)

Essay writing is an important skill which serves as a tool of communication that conveys acquired knowledge in a specific field of study. Varied academic disciplines place different emphasis on different writing styles. For example, while it's important to explain techniques and results in scientific writing in a clear and accurate manner, the humanities place more emphasis on developing strong arguments supported by textual evidence. However, most essay writing shares certain key principles intended to help convey information as effectively as possible such as being unbiased, formal, concise, focussed, well-structured and well sourced. Researching, and analysing relevant information and literature forms an integral part of essay writing. Thus, it is essential to acquire skills of conducting a thorough literature review. In order to provide a comprehensive picture of the state of knowledge on the topic, a good literature review does more than simply describe the sources; it also analyses, synthesises, and critically assesses them. When writing any academic essay, paper, report or assignment, it is important to avoid plagiarism. Avoiding plagiarism is not just about making sure that references are all correct, or just paraphrasing; it is about deploying your academic skills to make your work as good as it can be. To avoid plagiarism, it is important to have knowledge of the appropriate ways of referencing and citation. This unit will provide an introduction to the basic characteristics and format of essay writing as well as various types of academic writing. The unit will also highlight the importance of essay writing, difference between academic vs non-academic language and the use of reporting verbs (affirms, agrees, asserts, concludes, presents and supports, etc.). It will also lay down the steps of conducting a literature review such as how to search for relevant literature, how to read the selected articles thoroughly, evaluating and selecting of sources, organising the selected articles to identify themes, debates and gaps, etc.

Essential Readings

- Carroll, J., & Appleton, J. (2001). *Plagiarism: A Good Practice Guide*. Oxford Brookes University. <https://i.unisa.edu.au/siteassets/staff/tiu/documents/plagiarism---a-good-practice-guide-by-oxford-brookes-university.pdf>.
- Routledge (2018). *A Practical Guide to Academic Writing for International Students*. https://www.routledge.com/rsc/downloads/A_Practical_Guide_to_Academic_Writing_for_International_Students-A_Routledge_FreeBook-_FINAL_VERSION_.pdf
- Taiako, Te. (2020). *Academic Writing (Online Module)*. Victoria University of Wellington. <https://www.wgtn.ac.nz/student-learning/studyhub/academic-writing>
- SSRMC. (n.d.). *Writing a Literature Review*. Social Science Research Methods Center. <https://ssrmc.wm.edu/literature-review-module/>

Unit 2: Extended Essay on Developmental Contexts and Debates (Instructional Hours=15)

Every entity, from an individual to the entire civilisation, strives to expand and change. Acquiring knowledge and skills is highly important in order to support development. Therefore, education is a crucial element that supports and propels progress on every level. With its positive effects on health and livelihoods, social stability, and long-term economic growth, education is a potent force for change. Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development (NEP-2020, p1). As an instrument of development, education also fosters and enhances work

and life skills such as confidence and sociability. These skills in individuals promote economic growth on a societal level via increased productivity and, potentially, better governance (Hannum and Buchmann, 2006). Social aspects of development include promoting respect for diversity, empowering individuals with civic skills for democratic participation in various spheres of society, and placing well-being of people at the centre of development. Each of the 17 sustainable development goals must be achieved in order for it to succeed. This unit would include modernisation, system and developmental debates in the context of access, diversity, gender inequalities and equity in the field of education from the economic, sociological, psychological and political perspectives. These debates would be explored through the lens of theories of human development and capabilities, human capital and rights-based approaches, theories of equity, social justice and inclusive education. This unit would aid in understanding, analysing, verifying and reflecting on the developmental contexts and debates. It would also equip students with the skills of critical thinking and reflections about educational problems and issues, based on logics and rationality.

Essential Readings

- Harber, C. (2014). *Education and International Development: Theory, practice and issues*. Symposium Books. <https://books.google.co.in/books?hl=en&lr=&id=3m5tCQAAQBAJ&oi=fnd&pg=PA3&dq=development+issues+in+education&ots=4TjkOyoGUu&sig=DSTLn8-o5mWQEZwhZu1psAfgIrI#v=onepage&q=development%20issues%20in%20education&f=false>
- Hendley, A., & Charles, M. (2016). Gender Inequality in Education. In N. A. Naples (Ed.), *The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies* (pp 1-5). John Wiley & Sons. <https://onlinelibrary.wiley.com/doi/epdf/10.1002/9781118663219.wbegss099>
- Power, C., & Sophister, J. (2008). Education Development: Importance, Challenges and Solutions. *The Student Economic Review*, 28, 149-155. https://www.tcd.ie/Economics/assets/pdf/SER/2014/Colin_Power.pdf
- Stewart, F. (2013). *Capabilities and Human Development: Beyond the individual - the critical role of social institutions and social competencies*. UNDP-HDRO Occasional Papers 2013/03. UNDP.

Course Transaction

- Lecture Method
- Skill based Assignments
- Reflective-information based Model Essay Analysis
- Classroom Discussions
- Peer-Peer Learning Activities

Assessment of Learning Outcomes

- Attendance: 10% class attendance and attendance at mandatory consultations
- Participation in Online and In-class Discussions: 40% - Providing written feedback to peers (5%), contributing to class discussion (20%), contributing to class workshops by timely preparation (10%), participation in classroom discussions on model essay analysis (5%)
- Timed Essay 1: 20% - The first draft of this timed essay is not graded. We grade the final draft at the end of the course on the basis of how this task progressed since it was written in the second session of the term

- Essay 2: 30% - The main focus here is on the process, and the short writing assignments during the course, as opposed to just an assessment of the final paper as a product (Responding to the Assignment, Length (1000 words + or -10%) and Submission Requirements Fulfilled)

Extended Readings

- Bhakar, S. & Nathani, N. (2015). *A Handbook on Writing a Research Paper in Social Sciences*. Bharti Publications.
- Ebrahim, N. A. (2012). *Approach to Conduct an Effective Literature Review*. Academic Collaboration Centre for Publication Promotion.
- Harvey, G. (2009). *A Brief Guide to the Elements of the Academic Essay*. Harvard Writing Project Brief Guide Series. Harvard College. https://writingproject.fas.harvard.edu/files/hwp/files/hwp_brief_guides_elements.pdf
- Ilhan, O. (2001). The role of education in economic development: a theoretical perspective. *Journal of Rural Development and Administration*, 33(1), 39-47.
- O'Flaherty, J., & Liddy, M. (2018). The impact of development education and education for sustainable development interventions: a synthesis of the research. *Environmental Education Research*, 24(7), 1031-1049.
- Oxford University Computing Laboratory. (n.d.). *A guide to citing and referencing for students*. University of Oxford.
- Singh, S. (2017). The State of Gender Inequality in India. *Sciend*, 15(1), 139-157. <https://indiancc.mygov.in/wp-content/uploads/2021/03/mygov-1000000000207782764.pdf>
- Thompson Rivers University. (n.d.). *Literature Review Template*. Thompson Rivers University. https://www.tru.ca/__shared/assets/Literature_Review_Template30564.pdf
- University of Minnesota. (2004). *Critical Reading Strategies*. University of Minnesota. <https://writing.umn.edu/sws/assets/pdf/quicktips/criticalread.pdf>
- University of Oxford. (n.d.). *Plagiarism*. University of Oxford. <https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>

S1SEC532: LEARNING WITH DIGITAL TOOLS AND APPLICATIONS

Introduction to the Course

This course aims to develop awareness about the importance and need of incorporating modern digital tools and techniques to improve learning, research and develop skill. This course will give the learner a clear perspective of the different aspects of the current digital technologies worldwide. The learners develop a critical awareness of various issues in education. This course will help students develop a deeper understanding of the role of digital tools and techniques in teaching-learning and research, and provide hands-on experience for upskilling themselves in accordance with the changing demands of society towards digitalisation.

Course Objectives

This course will prepare students to:

- Develop a pragmatic understanding of the principles, concepts, and issues concerning the use of digital technologies to support learning.
- Develop skills to explore and select appropriate digital technologies to achieve specific learning goals.

Learning Outcomes

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

- Engage critically with relevant concepts, principles, theories, and best digital tools and techniques from around the world
- Apply new ideas and approaches of digital tools and techniques in their own teaching and learning context
- Using various digital tools and techniques to improve their learning outcomes

Course Units

Unit 1: Digital Tools for Learning, Online Content Generation, and Delivery

(Instructional Hours = 15)

Twenty-first-century students learn in a global classroom and not necessarily within four walls. They are more inclined to find information related to Teaching, Learning, and Research by accessing the Internet through computers, and mobiles. The advancements in technology and the plethora of powerful and innovative digital devices and tools have a great potential to improve educational outcomes. The use of digital content and devices will improve teaching and learning and thus enhance educational opportunities and benefit the millennials. Thus, this unit aims in providing the knowledge and skill for learners to cater to present-day learners and their learning styles with the help of various digital tools and platforms for learning,

- Google Apps (Google Drive, Google Docs, Google Slides, Google Sheets, Google Forms)
- Online time tracking and management programme

- Various learning management tools - Moodle and MOOCs
- Screencastify, Screencast o Matic, free cam
- Edpuzzle
- Micro badges and micro credentials

Essential Readings

- Boettcher, J. V. (2006, February 28). *The rise of student performance content*. Campus Technology. <https://campustechnology.com/articles/2006/02/the-rise-of-student-performance-content.aspx>
- Burniske, R. W. & Monke, L. (2001). *Breaking down the digital walls: learning to teach in a post-modern world*. State University Press.
- Ganapathy, R. (2016). *Learning google-apps-script*. Packt. <https://riptutorial.com/download/google-apps-script.pdf>
- Mishra, S., & Panda, S. (2020). *Technology-enabled learning: Policy, pedagogy and practice*. Commonwealth of Learning.
- Moodle. (n.d.). *Documentation*. https://docs.moodle.org/400/en/Main_page

Unit 2: Digital Tools for Online Collaboration, Evaluation, Research, and Publications (Instructional Hours = 15)

This unit will be helpful to train learners on how to use some of the best free digital tools' online collaboration, evaluation, research, and publications available to them. Filled with practical tasks, it shows learners how they can develop an approach to learning and research with digital technologies that are inherently social, collaborative, and creative. These all units will look at a number of tools available out there which could facilitate their practice in learning and research. This unit is also designed in a way to make the learners critically aware of various issues in the integration of digital tools in education, and will help the learners upskill themselves in accordance with the changing demands of society.

- Edmodo/ Google Classroom
- Mind Mapping and Concept Mapping Software Mindomo, Miro
- Nearpod
- Testmoz, Quizizz
- Jamboard,
- Reference Manager- Mendeley
- Plagiarism Checker
- OERs
- Project Management Tools MS Project

Essential Readings

- Hawkinson, E., Mehran, P., & Alizadeh, M. (2017). Using MAVR to Bring New Dimensions to the Classroom. *The Language Teacher*, 41(3), 30-32.
- Kharback, M. (2017). *A very good visual on how to evaluate educational apps to use in your class [Web log post]*. Educational Technology and Mobile Learning. <https://www.educatorstechnology.com/2017/02/a-very-good-visual-on-how-to-evaluate.html>

- Koehler, M. J., Mishra, P., Kereluik, K., Shin, T. S., & Graham, C. R. (2013). The Technological Pedagogical Content Knowledge Framework. In J. M. Spector, M. D. Merrill, J. Elen & M. J. Bishop (Eds.), *Handbook of Research on Educational Communications and Technology* (pp. 101-111). Springer.
- MOOCs Edinburgh Group. (2013). *MOOCs @ Edinburgh 2013 – Report #1*. ERA. <http://www.era.lib.ed.ac.uk/handle/1842/6683>
- Ruthbea, Y. C. (2012). *The next generation classroom: Smart interactive and connected learning environment*. IDC

Extended Readings

- Balfour, S.P. (2013). Assessing Writing in MOOCs: Automated essay scoring and calibrated peer review. *Research & Practice in Assessment*, 8, 40-48.
- Best, L. A., Buhay, D. N., McGuire, K., Gurholt, S., & Foley, S. (2013). *The Use of Web 2.0 Technologies in Formal and Informal Learning Settings. The Social Classroom: Integrating Social Network Use in Education*. IGI Global.
- Cobarrubias, B. (n.d.). *Google Classroom Teacher Guide for 2021*. <https://edtech.cafe/google-classroom/>
- Delhi University. (n.d.). *Google Classroom User Manual*. http://www.du.ac.in/uploads/Google_Classroom_UserGuide.pdf
- Mendeley. (n.d.). *Mendeley*. <https://www.mendeley.com/reference-management/reference-manager>
- Mindomo. (2021, July 09). *How to create a mind map (Tutorial) 2021* [Video]. YouTube. <https://www.youtube.com/watch?v=oXKnrDLg2KA>
- Moodle. (n.d.). *Documentation Credits*. https://docs.moodle.org/dev/Documentation_credits
- Turnitin. (n.d.). *Plagiarism Checker*. <https://turnitin.com/products/similarity>
- Srinivas, K. (2020, March 20). *Registering a Moodle Site, Gnomio.com* [Video]. YouTube. <https://www.youtube.com/watch?v=XzEwMTM7KOW>



SEMESTER II



S2CC504: DYNAMICS OF EDUCATION AND DEVELOPMENT

Introduction to the Course

Education is fundamental to development, and has many positive direct and indirect effects on economic growth and social progress. Education is one of the most vital instruments for reducing poverty and improving health, gender equality, peace, and stability. Investments in education ensure returns for both individuals and societies. The research reveals that every extra year of schooling brings a 10% increase in individuals' hourly wages. At the social level, education drives economic growth, spurs innovations, and fosters social cohesion and equality of opportunities (The World Bank, 2022). We may understand the education development dynamics from the fact that education unleashes the potential of the human mind, and an illuminated human mind makes all types of development and progress possible. On the other hand, factors like globalisation and crises like economic downturn, health, and learning also impact the progress and outcomes of education. This course helps learners explore the education development dynamics from different perspectives and understand how this combination influences individuals, societies, and nations. The core approach to this course is to discuss those concepts and ideas that decide, define, shape, and direct the education development dynamics. Most importantly, this course empowers learners to reflect upon how education-development dynamics play a role in developing an economically prosperous, socially progressive, and globally connected society and make the crisis an opportunity.

Course Objectives

This course will prepare students to:

- Understand the significance of education as an economic driver.
- Discuss the role of education in making a progressive and sustainable society.
- Describe the impact of and opportunities of globalisation in education.
- Analyse the impact of the crises in education and suggest strategies to overcome these crises.

Learning Outcomes

After completing the course, the students will be able to:

- Enlist the significant factors (micro, meso, and macro) that decide and shape the use of education for economic and social development.
- Give educational institutions and policymakers input to optimise education for an inclusive and sustainable society.
- Answer how globalisation impacts and offers educational opportunities.
- Identify major crises impacting education and offer a solution to overcome these crises.



Course Units

Unit 1: Education as Fashioner of Development

(Instructional Hours = 18)

Education has a significant impact on the economic development of a nation. The increased demand for a skilled labour force in the knowledge economy has enhanced the role of education in economic growth and development. Education develops productive skills for economic growth and enhances individual earnings through better employment. There is a well-established relationship between education and earnings. Both the social and private returns to education benefit the society and the individuals respectively, which ultimately lead to economic growth and development. Education is the key to increasing the value and efficiency of their labour, raising the poor from poverty, and increasing the labour force's overall productivity and intellectual flexibility. Thus, education plays a vital role in production and distribution and ensures that a country is competitive in rapidly changing and ever-evolving world markets. The fluctuations in the world market impact the demand and supply of education. This unit discusses the dynamics of education and economic development in enhancing and sustaining the economy's growth.

- Education and knowledge economy
- Education for generating new knowledge and creating new enterprises
- Education and public and private returns
- Economic fluctuations impacting education
- Education for sustainable economic development

Supplemental Activities

- Students will organise a panel discussion on education as an economic driver. Based on the talks, they will prepare a report and share it on the social media platforms.

Essential Readings

- Barro, R. J. (1991). Economic growth in a cross-section of countries. *The Quarterly Journal of Economics*, 106(2), 407-443.
- Becker, G. S. (1975). *Human Capital*. The University of Chicago Press.
- Grant, S. (2017). *The contribution of education to economic growth*. UK Department for International Development.
- Ozturk, I. (2001). The role of education in economic development: A theoretical perspective. *Journal of Rural Development and Administration*, XXXIII(1), 39-47.
- Psacharopoulos, G., & Patrinos, H. A. (2004). Returns to investment in education: A further update. *Education Economics*, 12(2), 111-134.

Unit 2: Education for Inclusive Development

(Instructional Hours = 14)

The objective of social development in the context of the modern welfare state is to produce social well-being that makes people capable of acting and making their own informed decisions. Social aspects of development include promoting respect for diversity, empowering individuals with civic skills for democratic participation in various spheres of society, and placing the well-being of people at the centre of development. Education contributes to improving such social indicators of development. It develops civic skills and equips individuals for meaningful participation in civil society and political life, and makes them engaged global

citizens. Education can be a vehicle for equity and greater social inclusion, and, when unequally distributed, can also be a source of injustice and social exclusion. Equality in access to educational opportunities is crucial for empowering disadvantaged groups, promoting gender equality in well-being-related dimensions such as health, and nutrition, and enabling a more sustainable future and a socially just society. Education, directly and indirectly, gives learners/young people the opportunity to develop their social skills and acquire knowledge, attitudes, and values necessary for taking collective action, which has the potential to address interconnected global challenges. Accordingly, this unit covers how education contributes to social and sustainable development, equips learners with the knowledge of inequalities and social injustices, and prepares them with skills to act with empathy and compassion.

- Education for humanistic, civic learning, and global citizenship. Education for social equity and justice.
- Education for developing social and 21st-century skills.
- Education for reducing poverty, improving health outcomes, and sustainable development.
- Education for environmental, social, and technological sustainability.

Supplemental Activities

- Students will plan and organise a one-day seminar on the contribution of education to social and sustainable development.

Essential Readings

- Accenture. (2022). *Uniting technology and sustainability*. https://www.accenture.com/_acnmedia/PDF-177/Accenture-Tech-Sustainability-uniting-Sustainability-and-Technology.pdf#zoom=40
- Jacobi, P. R., de Toledo, R. F., & Grandisoli, E. (2016). Education, sustainability and social learning. *Brazilian Journal of Science and Technology*, 3(3), 1-8.
- McMahon, W. W. (2004). The social and external benefits of education. In G. Johnes & J. Johnes (Eds.), *International handbook on the economics of education* (pp. 211-259). Edward Elgar.
- Sabharwal, N. S., & Malish, C. M. (2016). *Student diversity and civic learning in higher education in India*. CPRHE Research Paper 3. CPRHE/NIEPA.
- UNESCO. (2012). *Education for sustainable development sourcebook*. UNESCO. <https://sustainabledevelopment.un.org/content/documents/926unesco9.pdf>
- Varghese, N. V. (2018). Criticality, empathy and welfare in educational discourses. *Contemporary Education Dialogue*, 15(2), 122-142.

Unit 3: Education and Globalisation

(Instructional Hours = 12)

Globalisation has increased the importance of trade, foreign investment, and technology transfer. As a result, education and skills are taking on an increasingly central role. While education was promoted for its contribution to national development in the 1960s, it was promoted more for globalised production. Education plays a central role for nations in securing the most favourable terms of engagement with the global economy and the most productive relationships between local, national, and international resources for development. Cross-border flow of students, programmers, institutions, and teachers came under the trade framework (GATS), and market logic became the overriding influence on the growth and expansion of education. Educated people tend to make the decisions and policies that influence economic globalisation and international agreements. Education provides people with the skills and values needed to succeed in



economic globalisation and minimise its negative impacts (Green, Little, Kamat, et al., 2008). This unit discusses cross-border all such aspects and helps the students understand and reflect on how education leads the way forward to a more peaceful, inclusive, and sustainable globalised world.

- Globalisation: Concepts and approaches
- Globalisation and education: Historical development (UNESCO World Conferences on Education 1998, 2009 and 2022)
- Globalisation and cross-border education
- Globalisation's impact on education
- GATS and education
- Education's potential impact on globalisation

Supplemental Activities

Students will divide themselves into two groups: globalisation for education, and education for globalisation. Each group will prepare a report based on the discussions and give a presentation.

Essential Readings

- Bloom, D. E. (2006). *Education in a globalized world*. Pontifical Academy of Social Sciences. <http://www.pass.va/content/dam/scienzesociali/pdf/es7/es7-bloom.pdf>
- Green, A., Little, A.W., Kamat, S., Oketch, M., & Vickers, E. (2007). *Education and development in a global era: Strategies for 'successful globalisation'*. DFID.
- Jackson, L. (2016). *Globalization and education*. Oxford Research Encyclopedias, Education. <https://oxfordre.com/education/view/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-52>
- Little, A. W., & Green, A. (2009). Successful globalisation, education and sustainable development. *International Journal of Educational Development*, 29(2), 166-174.
- Varghese, N. V. (2011). *Globalization and cross-border education: challenges for the development of higher education in commonwealth countries*. International Institute for Educational Planning.

Unit 4: Educational Crisis and Development

(Instructional Hours = 12)

Education is at the centre of development. The World Bank research shows that the productivity of 56 per cent of the world's children will be less than half of what it could be if they enjoyed complete education and full health. But education cannot contribute substantially to development due to crises from outside and within. Outside crises like the global economic downturn and the Covid pandemic have put tremendous pressure on the education system and disrupted the educational process, negatively impacting development. From the inside, the learning crisis has emerged as a significant challenge in education. The learning crisis leads to a generation of students falling deeper into learning poverty. This again has a severe implication for development processes and activities. This unit will cover how global health and economic shocks affect educational outcomes and strategies for mitigating their impact. The unit will also discuss the factors responsible for learning crises and critically reflect on the educational process to promote learning, reduce learning deficits, and make learners ready to overcome challenges in the contemporary world.

- Impact of the economic crisis on investment in educational provisions, quality, and learning outcomes in India

- Effects of the health crisis on educational outcomes such as attendance and learning outcomes in India
- National strategies for safeguarding education from health and economic crisis
- Learning crisis in Indian education, its impact on development, and measures to promote learning

Supplemental Activities

Students will divide themselves into three groups: economic crisis and education, health crisis and education, and learning crisis in education. Each group will prepare a report suggesting measures to reduce or overcome the impact of the crisis in education and share it with other groups for further discussion.

Essential Readings

- Eloundou-Enyegue, P., & Davanzo, J. (2003). Economic downturns and schooling inequality, Cameroon, 1987-95. *Population Studies*, 57(2), 183-197.
- Kisswani, K. (2008). Did the Great Depression affect educational attainment in the US? *Economics Bulletin*, 9(30), 1-10.
- Shafiq, M. N. (2010). The effect of an economic crisis on educational outcomes: An economic framework and review of the evidence. *Current Issues in Comparative Education*, 12(2), 5-13.
- UNICEF. (2021). *The state of the global education crisis: A path to recovery*. UNICEF
- Varghese, N. V. (2010), *Running to standstill: Higher education in a period of global economic crisis*. IIEP, UNESCO

Course Transaction

The course will be offered through lectures, classroom discussions, readings, field observations, interviews of stakeholders, and study reports.

Assessment of Learning Outcomes

The students will be assessed by classroom presentations, workshops, discussion forums, and engaging in dialogue and practices in individual and group settings.

Extended Readings

- Carnoy, M. (1999). *Globalization and educational reform: What planners need to know*. IIEP-UNESCO. <http://www.unesco.org/iiep>
- Chabbott, C., & Ramirez, F. O. (2006). Development and education. In M. T. Hallinan (Ed.), *Handbook of the Sociology of Education* (pp.163- 188). Springer.
- Dias, D., & Soares, D. (2018). Civic learning outcomes: a step towards an inclusive higher education. *International Journal of Inclusive Education*, 22(4), 360-374.
- Hanushek, E. A., & Woessmann, L. (2015). *The knowledge capital of nations: Education and the economics of growth*. MIT Press.
- Marginson, S. & Van der Wende, M. (2007). *Globalisation and higher education*. OECD Education Working Paper No. 8. OECD Publishing.
- McMahon, W.W. (1999). *Education and Development: Measuring the Social Benefits*. Oxford University Press.

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- Ozturk, I. (2001). The role of education in economic development: A theoretical perspective. *Journal of Rural Development and Administration*, XXXIII(1), 39-47.
 - Schultz, T. W. (1971). *Investment in human capital: The role of education and research*. Free Press.
 - Spiel, C., Schwartzman, S., Busemeyer, M., Cloete, N., Drori, G., Lassnigg, L., Schober, B., Schweisfurth, M., & Verma, S. (2018). The contribution of education to social progress. In International Panel on Social Progress (Ed.), *Rethinking Society for the 21st Century: Report of the International Panel for Social Progress* (pp. 753-778). Cambridge University Press.
 - Varghese, N. V. (2009). *Globalisation, economic crisis and national strategies for higher education development*. IIEP-UNESCO.
 - World Bank. (2018). *World development report 2018: Learning to realize education's promise*. World Bank.

S2CC505: EDUCATIONAL DEVELOPMENT

Introduction to the Course

The educational development is a growing and dynamic field which focuses on evidence-based theories and understandings about the extent and nature of educational changes in diverse context. It stresses the importance of appreciating the interplay of local, national, regional and global contexts and dynamics in shaping educational development. The course on 'Educational Development' focuses on evolution of education, and explores the policies and practices of education system. Furthermore, it deals with the development theories in relation to education for economic, social and sustainable development. The educational ideas, structures and processes are eventually linked with social, cultural and economic changes. Similarly, the educational purposes, methods and approaches are relevant in shifting global landscape. The course develops understanding of the domain of education, education system, complexity of issues, variety of contemporary perspectives associated with educational policies with respect to educational transformation. The course would deliberate and reflect critically on educational development perspectives from right based approach to education, Education for All and Sustainable Development Goals. The educational development perspectives would also highlight developmental trajectory on National System of Education, curriculum, teaching, learning and assessment dimensions. Institutional and human resource dimensions would also be critically deliberated as key factors for quality education. The course will provide the students' knowledge and competencies to understand educational development in the changing International and National context and provide new insight and foster critical debate about the role that **education** plays in **development** in diverse settings.

Course Objectives

This course will prepare students to:

- Develop an in-depth understanding of educational development from right based perspectives for achieving Education for All;
- Explore the educational development of the National System of Education, Curriculum, Teaching and Learning and Assessment;
- Examine the institutional and faculty development as key to educational development; and
- Explore the change management in the education sector as developmental perspectives.

Learning Outcomes

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

- Demonstrate the understanding of the research-informed practices and trends in the educational development;
- Analyse educational development from different dimensions and approaches; and
- Critically assess dimensions and changing nature on educational development.



Course Units

Unit I: Rights-based Perspectives to Educational Development (Instructional Hours = 15)

Education should not be merely seen as an instrument of economic upward mobility but it must be understood as a crucial element for ensuring democratic participation of the individual in social life. However, the effectiveness of education in fostering economic development or ensuring democratic participation depends upon its fair distribution, access and utilisation. A rights-based approach to Education for All is a holistic one, encompassing both the access to education and educational quality. This is based on human rights values and principles. The goals of a rights-based approach to education ensures quality education with optimum development. This unit would further deliberate on educational development linking international declarations, strategic documents by UN agencies and their critical role in national educational policy making and development. Despite the advances made in this direction, the universal application of the right to education is still under progress. UNESCO helps in developing, monitoring and subsequently promoting education standards and norms to guarantee the Right to Education at the national level and achieve the aim of the Education 2030 agenda. It works in the direction to ensure that state's legal obligations which are mirrored in national legal frameworks and subsequently transformed into concrete policies.

The unit would investigate and reflect on how rights-based perspectives to education has evolved and impacted in developing constitutional reforms in Right to Education. Students will focus on international educational development agendas and their impact on national policy, planning and implementations.

- Human Rights and Rights-based Approach to Education
- Education for All and Sustainable Development Goals
- Universalisation and Massification of School and Higher Education
- Equity, Diversity and Inclusion
- Quality of Education

Essential Readings

- Altbach, P. G., Reisberg, L., & Wit, H. D. (2017). *Responding to Massification: Differentiation in Postsecondary Education Worldwide*. Hamburg Transnational University Leaders Council. https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/Studie_Responding-to-Massification.pdf
- OECD. (2019). *Philanthropy and Education - Quality Education for All: Lessons and Future Priorities*. OECD Development Centre.
- UNICEF. (2007). *A Human Rights-Based Approach to Education for All: A framework for the realization of children's right to education and rights within education*. United Nations Children's Fund and United Nations Educational, Scientific and Cultural Organization.

Unit 2: Educational Theory and Development (Instructional Hours=15)

This unit serves as an introduction to key theories in educational development. Educational theory is an overarching term that describes an assortment of theories that explains the purpose of education and learning. Theoretical concepts help in explaining the learning process and have the potential to inform educational approaches, curricula, and assessment. It also addresses the educational transformation in relation with

learning models, governance mechanisms and norms, and sectoral approaches. Through this unit, students will be expected to critically examine theoretical frameworks relating to educational development and evolving practices over a period of time. This unit will further help the students to examine the implications on curriculum, teaching learning and assessment from International and National practices.

- Theoretical Concepts and Approaches for Educational Development
- Educational Learning Theories and Practices
- Curriculum, Teaching, Learning and Assessment in International and National Context
- Impact of Learning and Assessment of Learning on Economic, Social and Educational Development

Essential Readings

- Bourn, D. (2014). *The Theory and Practice of Development Education: A pedagogy for global social justice*. Routledge.
- Sanders, D. P. (1969). Toward a Theory of Educational Development. *Comparative Education Review*, 13(3), 276-293.
- Westbrook, J., Durrani, N., Brown, R., Orr, D., Pryor, J., Boddy, J., & Salvi, F. (2013). *Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries*. Department for International Development, University of Sussex.

Unit 3: Dimensions of Educational Development

(Instructional Hours = 15)

Educational development is about facilitating positive change in governance, institutional performance and development, teaching and learning in educational institutions at the individual, programme/department and institutional levels. It is about helping these institutions function as robust, evidence-based, student-centred learning communities. The centrality of teachers, faculty and educational staff are considered critical to the educational transformative agenda. Countries also need to make the teaching profession more financially and intellectually attractive in order to resolve the crisis of quality and quantity in the teaching profession. The unit also places accentuality and quality management as preconditions for an equitable education system. Therefore, this unit provides opportunities to students to understand the diverse dimensions of the field of educational development.

- Lifelong Perspectives to Teacher and Teaching Profession in Education Sector
- Educational Governance and Effective Institutional Performance
- Accountability and Quality Management in Education Sector

Essential Readings

- Panda, P. (2017). School Education and Accountability in India: Mapping Current Policies and Practices. In J. Easley II & P. Tulowitzki (Eds.), *Educational Accountability: A Response to Critique, Furthering the International Point of View*. Routledge.
- Sallis, E. (2002). *Total Quality Management in Education*. Routledge.
- Uvalić-Trumbić, S., & Martin, M. (2021). *A New Generation of External Quality Assurance: Dynamics of change and innovative approaches: New trends in higher education*. International Institute for Educational Planning, UNESCO.

Unit 4: Changing Nature of Educational Development

(Instructional Hours = 15)

The changing nature of Educational Development is varied across the countries. Educational development is at different stages of development at different times. It has changed in many ways over the last five decades as a response to globalisation, liberalisation and privatisation. It further highlights the sheer variety of differential practices and activities. These reflections identify the wide range of interventions that are visible and the different change mechanisms that can be seen over a period of time. The evidence-based change management is gaining momentum by exploring the desirability of some of these changes. The educational development perspectives, therefore, are shared in a wide variety of ways in different contexts.

- Major Milestones and Development of Education
- Educational Development Interventions
- Changing Nature and Participation of NGO's on Educational Development
- Trends in Educational Change Management

Essential Readings

- Gibbs, G. (2013). Reflections on the changing nature of educational development. *International Journal for Academic Development*, 18(1), 4–14.
- Singal, N. (2020). *Role of Non-Governmental Organisations as providers of and advocates for inclusive education*. Paper commissioned for the 2020 Global Education Monitoring Report: Inclusion and education. <https://unesdoc.unesco.org/ark:/48223/pf0000373684>
- UNESCO. (1998). *Education for the Twenty-first Century: Issues and Prospects*. United Nations Educational, Scientific and Cultural Organization.

Course Transaction

- Students 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. Students 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.

Assessment of Learning Outcomes

- Two assignments, each of about 8-10 pages (5000 words), will be assigned to students, 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.

S2CC506: FOUNDATIONS OF RESEARCH IN THE SOCIAL SCIENCES

Introduction to the Course

Research in education and development is grounded within the broader tenets of social science research. Theory and methods go hand-in-hand in this area of scholarship, similar to what obtains for other social sciences. As distinct from the natural sciences, research questions in the social sciences address themselves to the human condition, and are steeped in normative considerations. Furthermore, there is a policy-practical commitment to improving human lives and well-being through the pursuit of development.

A better understanding of the epistemology, role, and methodology of research are thus purposive - to generate an understanding of development processes, the role of education therein; and to strengthen development policies, and improve development outcomes with a view to well-being of individuals and societies. A few characteristics of social science research are important to bear in mind as we survey the course design. First, diversity and differences in research traditions, approaches, and arguments are an essential first principle. Relatedly, multidisciplinary approaches that bring together diverse disciplinary learnings to bear on development contexts and learnings are a part of the “mosaic”. Finally, evidence gathering may follow diverse pathways, using quantitative and/or qualitative techniques, with some essential unifying logic of inference and argument. This focus on diversity and difference in research foundations mirrors the development context wherein the erstwhile colonies (also referred to as the “third world”), have been at the periphery of the episteme of knowledge traditions, hitherto dominated by the West. It uses the possibilities of creative and critical research to alter this unequal balance of power with more grounded accounts and approaches to development.

This course will offer students an overview of the philosophical foundations, concepts and approaches of research designs, as also techniques used in development research. It will address the dichotomy quantitative-qualitative in social research methodology, the key differences between the two approaches and the potential for complementarity. The different modules find their unity in addressing normative considerations of development debates and contexts, the logic of reasoning, and the style of inference and arguments such that criticism is the possibility of growth of knowledge.

By the end of this course, students should understand the foundations of social science research, and their applicability in development studies in different contexts. There will be a special focus on India - analysing the methodological focus on research on education and development, and development of social science research capacities within the post-colonial developmental contexts. The modules below will thus equip students with an understanding of the philosophical arguments and tenets of social science research, basic capacities to apply research methods to themes and problems of education and development, and with a focus on India. Among the themes and problems, there will be a special focus on challenges of poverty alleviation, inequality, and the possibilities of social development, including education.



Course Objectives

This course will prepare students to:

- Understand the philosophical, ethical, and practical issues about social science research
- Familiarise students with theories and concepts of social science research, with a focus on its normative dimensions, logic of reasoning, and argumentative character
- Familiarise students with diverse approaches to research in the social sciences, and design research based on the tenets of theories and concepts of development

Learning Outcomes

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

- Have basic knowledge of the nature and purpose of social science research
- Develop the ability to envision research, interpret evidence, and offer arguments
- Assess the methodological foundations of empirical and grounded research
- Have basic knowledge of the most widely used research techniques in development studies
- Understand the suitability of various research approaches and techniques to specific research questions on education and development (within the broader ambit of social science research)

Throughout the course, some issues will be given special emphasis, namely: developmental context and debates; specific problems in data acquisition; limitations to applicability of generic research techniques in development studies; a critical understanding of the problems of using evidence and different research techniques; basic rules of fieldwork practice and ethics. By the end, students should understand the philosophical and normative arguments, basic social research methods, and their applicability in development studies in different contexts. Thus, students will be equipped with basic capacities to apply research methods to real world problems and evaluate their use in published research.

Course Units

Unit 1: Nature, Purpose, and Scope of Research in the Social Sciences

(Instructional Hours = 15)

In this unit, the focus will be to familiarise students with the specific nature of social science research, in its diversity and difference, critique and argument. Initial arguments will be built around the difference and unifying logic in the normative considerations, ideas and purposes in human inquiry going back in time to Plato and Aristotle (5th century BC). Herein, students will be introduced to idealism (assumes that ideas are the source of knowledge) and rationalism (assumes that reason is the source of knowledge) as two strands of human inquiry that are foundational in social science research. Further, research in the social sciences will be differentiated from that in the natural sciences, and its purpose reflected upon with a reference to post-World War II debates on development and social justice (Hannah Arendt, John Rawls, Amartya Sen).

Essential Readings

- Brady, H. E., & Collier, D. (Eds.). (2010). *Rethinking social inquiry: Diverse tools, shared standards*. Rowman & Littlefield Publishers.

- Crotty, M. (1998). *The Foundation of Social Research: Meaning and Perspectives in the Research Process*. Sage Publication.
- Daston, L. (2005). Scientific error and the ethos of belief. *Social Research*, 72(1), 1-28.
- Henderson, D. (2007). Rationality and Rationalist Approaches in the Social Sciences. In S. Turner, & W. Outwaite, (Eds.), *The Handbook of Social Science Methodology* (pp. 282-301). Sage Publishing.
- Lewis-Beck, M. S., Bryman, A., & Liao, T. F. (Eds.) (2004). *The Sage Encyclopedia of Social Science Research Methods*. Sage Publishing.
- Schumpeter, J. A. (1984). The Meaning of Rationality in the Social Sciences. *Journal of Institutional and Theoretical Economics*, 140(4), 577-593.
- Smelser, N. J. (2005). The questionable logic of “mistakes” in the dynamics of knowledge growth in the social sciences. *Social Research*, 72(1), 237-262. <https://www.jstor.org/stable/40972010>
- Thorat, S., & Verma, S. (2018). *Social Science Research in India*. Oxford University Press.

Unit 2: Philosophical Foundations of Research in the Social Sciences

(Instructional Hours = 15)

This unit will focus on some philosophical debates about research in the social sciences, counterpoising at first the 19th century philosophical traditions of empiricism and positivism. Thereafter, it will focus on issues of methodological individualism, nature of complex social facts, and moral dilemmas, especially as developmental debates focus on collective action and the common good. The two broad strands of research as objective/scientific and subjective/ interpretive will be introduced and argued.

Essential Readings

- Brando, N., Boonen, C., Cogolati, S., Hagen, R., Vanstappen, N., & Wouters, J. (2019). Governing as commons or as global public goods: Two tales of power. *International Journal of the Commons*, 13(1), 553-577.
- Geddes, B. (2003). *Paradigms and Sand Castles*. The University of Michigan Press.
- Kuhn, T. S. (1962). *The Structure of Scientific Revolutions*. International Encyclopedia of Unified Science. University of Chicago.
- Popper, K. (2002). *The Logic of Scientific Discovery*. Routledge Classics.
- Schwandt, T. A. (2000). Three Epistemological Stances for Qualitative Inquiry: Interpretivism, Hermeneutics and Social Constructivism. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 189-213). Sage.

Unit 3: Development Contexts and Diverse Traditions of Research (Instructional Hours = 15)

This unit will employ the learnings from unit 2, and focus on the diverse research traditions in the development context. This includes modernisation and large-scale surveys classifying nations within the ‘developed’, developing country (Rostow, Inkeles); structural-functional comparative approaches from sociological traditions (Parsons; Verba); historical-institutional approaches to comparison; agency perspectives and grounded approaches (drawing upon critical theories). There will be a special focus on ethnographic approaches as they gain significance in development debates and scholarship, especially in developing grounded accounts from the ‘third world’ (Akhil Gupta, Arturo Escobar, James Scott, James Fergusson, David Mosse).



Essential Readings

- Edelman, M., & Haugerud, A. (Eds.). (2004). *The Anthropology of Development and Globalization: From Classical Political Economy to Contemporary Neo-liberalism*. Wiley-Blackwell.
- Escobar, A. (2011). *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press.
- Gupta, A. (2012). *Red Tape: Bureaucracy, Structural Violence and Poverty in India*. Duke University Press.
- Leys, C. (1996). *The Rise and Fall of Development Theory*. Indiana University Press.
- Mosse, D. (2004). *Cultivating Development: An Ethnography of Aid Policy and Practice*. Pluto Press.
- Priyam, M. (2019). Educational Policy and Development. In G. W. Noblit, G. W. (Ed.), *Oxford Research Encyclopedia of Education*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.203>

Unit 4: Diverse Arguments, Unifying Logic in Development Debates and Research (Instructional Hours = 15)

This unit will summarise the arguments in units 1, 2, and 3, and argue about the unifying logic of social science inquiry across methodological divides, approaches, and practices. It will also focus on research on education and development in India, with a special focus on their methodological traditions. The challenges of developing social science research capacities in post-colonial and developmental contexts in the peripheries will also be discussed. Thus, there will be a focus on learning across disciplinary boundaries - from multidisciplinary perspectives; and across the quantitative-qualitative divide, as especially evident in debates on poverty amelioration. Bottom up and grounded accounts may ask the same research questions from the same phenomenon, and yet yield different results. The argument for methodological pluralism and critical perspectives is especially relevant for scholarship on development and education.

Essential Readings

- Chatterjee, P. (2002). Institutional context of social science research in South Asia. *Economic and political weekly*, 37(35), 3604-3612.
- Deshpande, S. (2002). Social Science Research Capacity in South Asia: Some Questions for Discussion. *Economic and Political Weekly*, 37(35), 3628-3630.
- Deshpande, S. (2003). Social Science Research in the Contemporary World: The Problems and Possibilities of 'Globalisation'. *Sociological Bulletin*, 52(2), 263-270.
- Harriss, J. (2002). *The Case for Cross-Disciplinary Approaches in International Development*. Working Paper No.02-23. DESTIN-London School of Economics.
- Kanbur, R. (2003). *Q Squared: Combining Qualitative and Quantitative Methods in Poverty Appraisal*. Permanent Black.
- Kanbur, R., & Shaffer, P. (2007). Epistemology, Normative Theory and Poverty Analysis: Implications for Q-Squared in Practice. *World Development*, 35(2), 183-196.
- Rao, V., & Woolcock, M. (2004). Integrating Qualitative and Quantitative Approaches in Program Evaluation. In F. Bourguignon & L. A. P. da Silva (Eds.), *The Impact of Economic Policies on Poverty and Income Distribution: Evaluation Techniques and Tools* (pp. 165-190).. World Bank and Oxford University Press.

Course Transaction

- Throughout the course, some issues will be given special emphasis, namely: developmental context and debates; specific problems in data acquisition; limitations to applicability of generic research techniques in development studies; a critical understanding of the problems of using evidence and different research techniques; basic rules of fieldwork practice and ethics.
- By the end, students should understand the philosophical and normative arguments, basic social research methods, and their applicability in development studies in different contexts. Thus, students will be equipped with basic capacities to apply research methods to real world problems and evaluate their use in published research.

Assessment of Learning Outcomes

- 100% coursework will be done for all units and attendance for this is mandatory. Each student will be expected to take part in a group presentation worth 20% and submit a research proposal/end term exam worth 80% of the overall grade.

Extended Readings

- Brady, H. E., & Collier, D. (2010). *Social Inquiry: Diverse Tools Shared Standards*. Rowman and Littlefield.
- Burawoy, M., Blum, J.A., George, S., Gille, Z., Gowan, T., Haney, L., Klawiter, M., Lopez, S. H., Riain, S. & Thayer, M. (2000). *Global ethnography: forces, connections, and imaginations in a postmodern world*. University of California Press.
- Clifford, J. & Marcus, G. (Eds) (1986). *Writing culture: the poetics and politics of ethnography*. University of California Press.
- Delamont, S. & Atkinson, P. (1980). The two traditions in educational ethnography: sociology and anthropology compared. *British Journal of Sociology of Education*, 1(2), 139–152.
- King, G., Keohane, R. O., & Verba, S. (2021). *Designing social inquiry: Scientific inference in qualitative research*. Princeton University Press.
- Mukherji, P. N. (Ed.). (2000). *Methodology in Social Research: Dilemmas and Perspectives: Essays in Honor of Ramkrishna Mukherjee*. Sage Publications.
- Sumner, A., & Tribe, M. (2008). Development studies and cross-disciplinarity: Research at the social science–physical science interface. *Journal of International Development*, 20, 751–767.
- Sumner, A., & Tribe, M. (2008). *International Development Studies: Theory and Methods in Research and Practice*. Sage.
- Weiner, M., Burra, N., & Bajpai, A. (2006). *Born Unfree: Child Labour, Education and the State in India*. Oxford University Press.

S2EC523: INDICATORS OF DEVELOPMENT

Introduction to the Course

Use of data and indicators are an integral part of describing and understanding of education. The cognitive map of education cannot be understood without basic knowledge of data and indicators. Evidence as manifested in data and indicators are critical components in planning, monitoring educational development across the globe. Accordingly, this course aims at equipping the students with basic understanding of data and indicators that are frequently used in education.

Course Objectives

This course will prepare students to:

- Provide basic understanding of importance of data and indicators in describing, planning education
- Familiarise with various sources data and indicators on education
- Equip with techniques and methodologies to calculate indicators that are frequently used in education

Learning Outcomes

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

- Read, understand and critique research, policy documents on education
- Use data and indicators in describing, researching and policy making and monitoring of education

Course Units

Unit 1: National and Global Sources of Data on Education (Instructional Hours=15)

This unit has three components: (i) importance of data, indicators and evidence in education (ii) Global Sources of Educational Data (iii) National Sources of Educational Data

- The importance of data, indicators and evidence in debates and policy making education. This section further discusses the principles to be adopted to develop indicators. The genesis of collection of data on school education as well as higher education both globally and in India.
- The role of UNESCO and World Bank and other agencies like UNICEF in compiling education and allied statistics and data shall be discussed. It would trace the establishment of UNESCO Institute of Statistics (UIS). The unit discusses data available from UIS, and downloading unit level data. Regional attempts to collect, collate data and make it accessible (like the African Education Research Database) shall be discussed.
- Various sources of data on Indian education beginning with the late 1940s with publication of education in India in various volumes, selected educational statistics, statistics on school education, NCERT surveys (AISES and NAS) to the evolution of DISE would be explored. The collection and dissemination of data on higher education from as part of education in India to launching of All India Survey on Higher Education (AISHE). Further, the unit also discusses the role played by various institutions in

India like the Ministry of Education, NIEPA (DISE and Shaala Siddhi), NCERT (AISES), UGC, etc. The unit further covers the data collected and disseminated by NGOs/CSO like ASER. The unit discusses household surveys that provide data on education both global (DHS, MICS, etc.) and national {NSSO, NFHS (DHS), IHDS, Young Lives, etc.}. Further, the unit also discusses policies, and legal framework for collection of data, in general, and on education, in particular. Additionally, the unit also discusses the strengths and limitations of each data source.

Essential Readings

- Rocher, T., & Hastedt, D. (2020). *International Large-Scale Assessments in Education: A Brief Guide*. IEA Compass: Briefs in Education Number 10. IEA.
- Ministry of Human Resource Development (2014). *Indian Standard Classification of Education (InSCD)*. Government of India.
- Patel, S., Hiraga, M., Wang, L., Drew, D., & Lynd, D. (2003). *A Framework for Assessing the Quality of Education Statistics*. Development Data Group (WB) and UNESCO Institute for Statistics.
- Reddy, A. N. (2016, June 24-26). *School Education Statistics: Changing Status and Persisting Problems*. [Paper Presentation]. International Conference on Social Statistics in India organised by ADRI.
- Tilak, J. B. G., & Panchamukhi, P. R. (2001). Statistics on Education: Scope, Requirements, Gaps and Status. In Tilak, J. B. G. & Chandrasekhar, C. P. (Eds.), *India's Socio-Economic Database: Survey of Selected Areas* (pp. 385-423). Tulika.

Websites

- All India Survey of Higher Education: <https://aishe.gov.in/aishe/home>
- Unified District Information System for Education: udiseplus.gov.in
- UNESCO Institute of Statistics: <http://www.uis.unesco.org>

Unit 2: Indicators of Educational Development: Access, Equity, Resources and Quality (Instructional Hours = 15)

This unit focuses on concept and methodology to calculate a few select indicators relating to educational development under the themes of Access, Equity, Resources and Quality. Some of the indicators which would be discussed include enrolment ratios, promotion, repetition and dropout rates, transition rates, completion rates, equity and parity indicators with respect to gender, socio-economic groups, GINI coefficient, indicators relating to learning from NAS and ASER

Essential Readings

- Azevedo, J. P. (2020). *Learning Poverty: Measures and Simulations*. Policy Research Working Paper 9446. The World Bank.
- Barakat, B. (2016). "Sorry I forgot your birthday!": Adjusting apparent school participation for survey timing when age is measured in whole years. *International Journal of Educational Development*, 49, 300-313.
- Gustafsson, M. (2015). Enrolment ratios and related puzzles in developing countries: Approaches for interrogating the data drawing from the case of South Africa. *International Journal of Educational Development*, 42, 63-72.

Websites

- UNESCO Databases of Resources on Education
- <http://www.asercentre.org/>
- <https://nas.education.gov.in/home>

Unit 3: Indicators to Monitor Global Commitments with respect to Educational Development Indicators (Instructional Hours = 15)

This traces the evolution indicators to monitor global commitments beginning with Jomtien, Dakar, MDGs to SDGs. It compares and contrasts the evolution of global targets and related indicators. It examines the data requirements, sources and strengths of each data source.

Essential Readings

- Azevedo, J.P. (2021). *Will Every Child Be Able to Read by 2030? Defining Learning Poverty and Mapping the Dimensions of the Challenge*. Policy Research Working Paper 9588. The World Bank.
- Fukuda-Parr, S., Yamin, A.E., & Greenstein, J. (2014). The Power of Numbers: A Critical Review of Millennium Development Goal Targets for Human Development and Human Rights. *Journal of Human Development and Capabilities*, 15(2-3), 105-117.
- Sustainable Development Solutions Network (SDSN). (2015). *Data for Development: A Needs Assessment for SDG Monitoring and Statistical Capacity Development*. SDSN
- UIS (2020). *Data Innovation for Producing SDG 4 Indicators: A Global Analytical Report*. Information Paper No. 65. UNESCO.
- UNESCO & IEA (2021). *Measuring Global Education Goals: How TIMSS Helps*. International Association for the Evaluation of Educational Achievement.

Websites

- <https://tcg.uis.unesco.org/methodological-toolkit/metadata/>
- Sustainable Development Goal 4 (SDG 4): www.sdg4education2030.org

Unit 4: Concept and Methodology to Calculate Composite Indicators/Indexes in Education (Instructional Hours=15)

The unit explores different methods of calculating composite indicators. The methods of aggregation, weighing and normalisation would be discussed. Various composite indicators relating to education and human development would be discussed.

Essential Readings

- Ministry of Education (n.d). *Performance Grading Index*. <https://pgi.udiseplus.gov.in/#/home>
- Nardo, M., Saisana, M., Saltelli, A., Tarantola, S., Hoffmann, A., & Giovannini, E. (2008). *Handbook on Constructing Composite Indicators: Methodology and User Guide*. OECD Publishing.
- NIEPA. (2007). *Educational Development Index (EDI)*. National Institute of Educational Planning and Administration.
- NITI Aayog (2019). *School Education Quality Index (SEQI)*. Government of India. https://www.niti.gov.in/sites/default/files/2019-09/seqi_document_0.pdf

- The World Bank (2020). *The Human Capital Index 2020*. World Bank.
- UNDP (n.d). *Human Development Index*. United Nations Development Programme. <https://hdr.undp.org/data-center/human-development-index#/indicies/HDI>

Course Transaction

- The course transaction would be based on lecture, demonstration and practical work.

Assessment of Learning Outcomes

- The assessment of students includes written examination, participation in classroom, assignments of practical work, discussion and critique of a data source, indicator, composite indicator as term paper.

Extended Readings

- Department of Education (1977). Statistics of Education. In Central Statistical Organisation (CSO) (Ed.), *National Seminar on Social Statistics: Vol. II* (pp. 475-488). Allied Publishers.
- Dreze, J., & Kingdon, G. G. (1998, March). *Biases in education statistics*. The Hindu.
- Education Policy and Data Center (2009). *How (well) is education measured in household surveys? A comparative analysis of the education modules in 30 household surveys from 1996-2005*. Working Paper No. 002. International Household Survey Network (IHSN).
- Fernandez, E. J., & Martos, M. J. R. (2020). Review of some statistical methods for constructing composite indicators. *Studies of Applied Economics*, 38(1), 1-15.
- Government of India (2018). *National Policy on Official Statistics*. GOI.
- Kumar, A., Mohanan, P. C., & Kundu, A. (2020). Disastrous decade for data the way forward. *Economic and Political Weekly*, 55(41), 18-21.
- UIS (2008). *International Literacy Statistics: A Review of Concepts, Methodology and Current Data*. UNESCO Institute for Statistics (UIS). <http://www.uis.unesco.org>
- UIS (2015). *UIS USER GUIDE*. UNESCO Institute for Statistics (UIS). <http://www.uis.unesco.org>
- UIS (2021). *Background Information on Education Statistics in the UIS Database*. UNESCO Institute for Statistics (UIS). <http://www.uis.unesco.org>
- UIS (2022). *Establishing a Concordance between PASEC and TIMSS/PIRLS*. UNESCO Institute for Statistics (UIS). <http://www.uis.unesco.org>



[S2EC524: EQUITY AND INCLUSION]

Introduction to the Course

Equity and inclusion in education are recognised as powerful ways of preventing the transmission of socio-economic disadvantage from one generation to the next, and addressing inequalities in the wider society. The course is based on the premise that equity and inclusion in education are the cornerstones of a democratic social order, resting on the principles of justice and fairness. The course reflects equity as a principle that considers locational or socio-economic circumstances such as gender, religion or family background not influencing one's educational potential and that all individuals are provided with a basic minimum standard of education. It conceptualises equity as a process whereby conditions of opportunities to access and succeed in education are equalised through provisions of unequal inputs in favour of the disadvantaged groups. Inclusion in education means taking action to embrace diversity in the student body and providing all students with an equitable, welcoming and participatory learning experience. High-performing education systems ensure equitable and inclusive access to quality education grounded on the notion of it being a public good and giving every student fair treatment and opportunity to be successful. Indian education policies, programmes and schemes have been directed toward bringing equitable educational opportunities to all students at all levels of education. The recent education policy, NEP 2020, re-emphasises providing equalising access and achieving inclusive and equitable learning outcomes from early childhood care through higher education. Since equity and inclusion can be understood through different disciplinary perspectives, this course thus employs different theoretical frameworks such as social justice, rights-based and human capability to provide conceptual and normative spaces through which students can understand and apply these learnings in various contexts.

Course Objectives

This course will prepare students to:

- Provide knowledge on theoretical perspectives of key concepts of equity, diversity and inclusion in education from a social justice point of view.
- Provide a comprehensive understanding of the current educational constraints faced by students from disadvantaged social and economic groups, and underlying causes of educational inequalities.
- Provide critical insights on the approaches and strategies for achieving equity and inclusion in education across international and national policy contexts.
- Discuss national level initiatives: policy, programmes and schemes to reduce disparities among various socio-economic groups.

Learning Outcomes

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

- Acquire knowledge on theoretical perspectives of key concepts of equity, diversity and inclusion in education.

- Develop analytical skills to interpret the diverse nature of disadvantages as they operate in society and at the institutional level, and reflect on the causes of educational inequalities.
- Develop a critical understanding of the application of policy approaches to the theory and practice of achieving equity and inclusion in education.
- Familiarise with national-level equity initiatives aimed at reducing socio-economic and educational inequalities.

Course Units

Unit 1: The Concept of Equity and Inclusion

(Instructional Hours = 15)

The contemporary understanding of the normative concept of equity has its roots in political philosophy. Still, different disciplines – including sociology, economics, psychology, law and jurisprudence, among others – have contributed to its theoretical underpinnings and to defining its fundamental elements. This unit will introduce to students the three epistemological roots of the evolution of the concept of equity. The first is social justice. The focus here will be on John Rawl's justice framework based on equality, rights and fairness principles; David Miller's focus on the distributional aspect of justice, Iris M. Young's assertion on the elimination of institutionalised domination and oppression; Paulo Freire's emancipatory role of education in raising consciousness for social justice. The second paradigm will focus on a rights-based perspective covering rights to equal opportunities and non-discrimination central to the rights guaranteed by international human rights covenants. In the third perspective, the capability approach, which covers Sen's notion of social justice, will be discussed, emphasising that the capabilities of individuals must be built to enable them to realise their rights. This unit will also explore theoretical perspectives on the ways in which social status and privilege are transferred from one generation to the next and the effect of identity-based discrimination on the persistence of educational inequalities. These perspectives include social reproduction theory, theories of discrimination, durable inequalities, and social exclusion.

Essential Readings

- Lindsey, R. B. (Eds.). (2012). *Equity*. Corwin Press.
- Miller, D. (2001). *Principles of Social Justice*. Harvard University Press.
- Sen A. (2009). Rawls and beyond. In A. Sen (Ed.), *The Idea of Justice* (pp. 52-74). Penguin.
- Sen, A. (2000). *Social exclusion: Concept, application, and scrutiny*. Social Development Paper No. 1, ADB Philippines.
- Tilly, C. (1998). *Durable Inequality*. University of California Press.

Unit 2: Educational Constraints of Disadvantaged Groups in India (Instructional Hours = 15)

Equity concerns in education have three dimensions: regional, social and economic inequalities. The unit will introduce the current educational constraints faced by students from disadvantaged groups due to socio-economic, linguistic, gender, religious and spatial factors. Further, it will introduce students to intersecting dimensions of disadvantages and exclusion, and underlying sources and causes of various forms of educational inequalities. Students may belong to disadvantaged groups such as the scheduled castes, scheduled tribes, girls, transgender, minorities, children with special needs, and spatially and urban marginalised. Each category/group of students faces multiple disadvantages due to interplay between socio-economic background and institutional practices. Such forms of interplay contribute to inter-group, inter-



state and inter-district inequalities in educational development. The students will be familiarised with the social and economic implications of inequalities in access to quality education, choice of subjects, campus experiences and learning outcomes, for disadvantaged socio-economic and religious groups. The unit also discusses the need for affirmative action and targeted measures to create a 'level playing field' and make educational systems fairer and more equal.

Essential Readings

- Bhagavatheeswaran, L., Nair, S., Stone, H., Isac, S., Hiremath, T., Raghavendra, T., Vadde, K., Doddamane, M., Srikantamurthy, H. S., Heise, L., Watts, C., Schweisfurth, M., Bhattacharjee, P., & Beattie, T. S. (2016). The barriers and enablers to education among scheduled caste and scheduled tribe adolescent girls in northern Karnataka, South India: A qualitative study. *International Journal of Educational Development*, 49, 262-270.
- Chugh, S. (2021). *Education in the Fringes of Urban Cities: A Study of Slums in Hyderabad and Ludhiana*. National Institute of Educational Planning and Administration.
- Limaye, S. (2016). Factors influencing the accessibility of education for children with disabilities in India, *Global Education Review*, 3(3), 43-56.
- Sabharwal, N. S., & Malish, C. M. (2018). *Student diversity and social inclusion: An empirical analysis of higher education institutions in India*. CPRHE Research Papers 10. CPRHE/NIEPA.
- Varghese, N. V. (2019). Education and economic inequalities: What Indian evidence tells us. *Journal of Educational Planning and Administration*, 33(3), 175-192.

Unit 3: Creating an Equitable and Inclusive Education System (Instructional Hours = 15)

This unit will familiarise students with various approaches, principles and strategies adopted to make education systems equitable and inclusive. Policies related to access to education have been dominated by three principles: inherited merit, equality of rights and equality of opportunity (Clancey and Goastellec, 2007). There are various approaches to achieving equity in education. These include the rights-based approach, equality of opportunity approach, social protection approach (safety nets) and affirmative action approach. The social protection approach advances a rights-based framework. It entails providing social 'safety nets' to reduce the risks and vulnerabilities faced by vulnerable groups, and protect and promote their educational enrolment, especially of girls from low-income families. The affirmative action approach includes positive anti-discrimination measures aimed at providing equal opportunities for disadvantaged socio-economic groups to access and achieve through educational levels (Varghese, 2011). In progressive democratic societies, inherited merit that depends on circumstances of birth or social origin has been replaced by a rights-based approach (Varghese, Sabharwal & Malish 2018). In light of student diversity, the unit focuses on three approaches to inclusion: assimilation, differentials and multiculturalism (Inglis, 2003; 2008). While assimilation and differentials have been critiqued for reinforcing structural fissures, a multicultural approach to inclusion promotes respect for all cultures.

Essential Readings

- Clancy, P., & Goastellec, G. (2007). Exploring access and equity in higher education: policy and performance in a comparative perspective. *Higher Education Quarterly*, 61(2), 136-154.
- Inglis, C. (2003). The changing map: From nation states to multi-ethnic and multicultural societies. In M. Martin & E. Zadra (Eds), *Planning for Diversity Education in Multi-ethnic and Multicultural Societies* (pp. 31-63). IIEP.

- McCowan, T. (2016). Three dimensions of equity of access to higher education. *Compare: A Journal of Comparative and International Education*, 46(4), 645-665.
- Varghese N. V., Sabharwal, N. S., & Malish, C. M. (2018). *India Higher Education Report 2016: Equity in Higher Education*. Sage.

Unit 4: Policy Initiatives for Equity and Inclusion

(Instructional Hours = 15)

The focus of this unit will be to familiarise students with policy initiatives, strategies and measures that commit to bridging socio-economic gaps in access, participation, and learning outcomes at all levels of school education and higher education. This unit will introduce constitutional provisions for the educational development of disadvantaged socio-economic groups and safeguard against discrimination. The students will be familiarised with these aspects in the national level educational policies (NPE 1968; NPE 1986, POA 1992, & NEP 2020), programmes and schemes that have been put in place across five-year plans for making the education system equitable and inclusive. The unit will also discuss various forms of affirmative action measures such as the quota system, scholarships and incentives, special institutions for disadvantaged groups, infrastructure and aides for CWSN, preferential boosts (additional points to boost scores); relaxation in the admission criteria; scholarship to students and provisions of hostels. Based on the competencies developed through the first three units, the students will be equipped to critically analyse the implementation of these policies from different theoretical frameworks and the application of appropriate approaches and strategies. This would help them assess policy gaps and re-conceptualise frameworks, educational interventions and strategies to advance equity and inclusion.

Essential Readings

- Devereux, S., & Roelen, K. (2014). *Inclusive Social Protection and the Post-2015 Agenda*. International Policy Centre for Inclusive Growth (IPC-IG), United Nations Development Program.
- Ministry of Education (MOE). (2021). *Students' and Teachers' Holistic Advancement Through Quality Education (SARTHAQ): Implementation Plan for NEP 2020*. Government of India.
- NIEPA (2020). *NEP 2020: Implementation Strategies*. National Institute of Educational Planning and Administration.
- Sabharwal, N. S., & Malish, C. M. (2017). *Diversity and Inclusion (Policy Briefs)*. CPRHE/NIEPA. https://ugc.ac.in/pdfnews/0373387_CPRHE-POLICY-BRIEF-3-Diversity-and-Inclusion-in-HE.pdf
- Varghese N. V., Sabharwal, N. S. & Malish, C.M (2019). *Equity and Inclusion in Higher Education in India*. CPRHE Research Papers 12. CPRHE/NIEPA.

Course Transaction

- The course will be transacted through the lecture method, group discussions and assigning readings to students, which will be discussed in the class. The readings will be given before class, and it is expected that students will have gone through the reading before coming to the class.

Assessment of Learning Outcomes

- The evaluation modalities will include assessing the students on the following: mid-semester exam; end-semester written exam; short assignments on the concepts related to the course (1000 words); term paper (4000 words); book review; and presentation.
- Grading and marks: The end-semester written exam will be 50% of the grade; the mid-term exam will be 15%; the term paper will be 10%; the book review will be 15%; and two short-assignments (10%).



Extended Readings

- Angrist, N., Djankov, S., Goldberg, P. K., & Patrinos, H. A. (2019). *Measuring human capital*. The World Bank.
- Batra, P. (2017). Quality of education and the poor: Constraints on learning. In M. A. Peters, B. Cowie & I. Menter (Eds.), *A Companion of Research in Education* (pp. 417-433). Springer.
- Edgerton, J. D., & Roberts, L.W. (2014). Cultural capital or habitus? Bourdieu and beyond in the explanation of enduring educational inequality. *Theory and Research in Education*, 12(2), 193–220.
- Hypolite, L. I. (2020). People, Place, and Connections: Black Cultural Center Staff as Facilitators of Social Capital. *Journal of Black Studies*, 51(1), 37-59.
- Inglis, C. (2008): *Planning for Cultural Diversity* (Vol. 87). UNESCO.
- Mohammad, P. H. (2020). Minorities and culture of learning: an anthropological study of the Muslim community in Telangana state in India. *Asian Ethnicity*, 23(2), 298-315.
- Robeyns, I. (2006). Three models of education: Rights, capabilities and human capital. *Theory and research in education*, 4(1), 69-84.
- Rupavath, R. (2016). Tribal Education: A perspective from below. *South Asia Research*, 36(2), 206-228.
- Sabharwal, N.S. (2020). Managing student diversity in Indian higher education institutions: achieving academic integration and social inclusion. In N.V. Varghese and G. Malik (Eds.), *Governance and Management of Higher Education in India: India Higher Education Report 2019*. Sage.
- UNESCO (2021). *Reimagining Our Futures Together: A New Social Contract for Education*. United Nations Educational, Scientific and Cultural Organization.

S2SEC533: INTERNSHIP IN AN INSTITUTION OR ORGANISATION INVOLVED IN THE PROMOTION OF DEVELOPMENT ACTIVITIES

Introduction to the Course

Internships are highly unscripted experiences in which the learning is emergent. Internship as defined by the National Association of Colleges and Employers (NACE) is: “a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent.” Internships, along with cooperative education, field studies, service-learning, and practicum, are part of the field of experiential education and provide learners with direct experience to use their analytical and relational skills in understanding the field and gaining new insights.

Course Objectives

This course will prepare students to:

- Develop field specific skills by connecting what is learnt with actual work experience.
- Develop employability skills.

These two core objectives could be further detailed as follows:

- Improving skills in research, working in groups, interpersonal communication, and observation
- Improving critical thinking and problem-solving skills, personalised learning
- Putting learning into context to improve understanding and retention of concepts
- Networking and mentoring opportunities
- Frequently challenging attitudes and beliefs, which often change
- Helping a participant grow emotionally and learn from failure and success
- Helping an intern become a more motivated life-long learner

Learning Outcomes

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

- Explore career alternatives and form informed choices
- Integrate theory and practice.
- Develop work habits, attitudes and skills necessary for job success.
- Are able to work independently and with feeling for the organisation.
- Are able to reflect on the personal learning process and acquisition of professional skills.



Course Units

Unit 1: Field Work and Learning

(Instructional Hours= 15)

Unit 2: Report Writing and Presentation

(Instructional Hours= 15)

A credit-bearing internship is a hallmark of a serious internship programme. Being a credit bearing course, it is very distinctive and different from post-degree internships; sharing common goals and elements with on-campus study. It would assist the students in the application of learning and encourage self-directed learning. The structural components in an internship would differ depending on the type of internship. There could be off-campus internships, independent study internships or even departmental internships depending upon the interest and experience. However, for a PG scholar, it could include the following:

- Participating in an experiential education seminar;
- Writing a learning plan and reflective journal entries that include analysis of on-site issues and critical incidents;
- Completing an analysis of the organisational project or assignments;
- Writing a reflective essay which serves as part of the final learning portfolio; and
- Making a final, formal presentation of the learning portfolio.

Experiential learning occurs when there is a fusion of theory, practice, and reflection. Reflection allows students to integrate what they are learning and doing at the internship site with what they have learned in the classroom.

Course Transaction

Following is a step-wise detail of internship programme:

- **Step 1:** Request Letter/ Email from the office of Training & Placement cell to different organisations which include; research organisations, autonomous bodies of the government, institutes of higher education, NGOs, institutes with major focus on educational planning and administration and such others.
- **Step 2:** Confirmation Letter/ Email and establishing initial relations with the host organisation.
- In case the students arrange the training themselves, the student puts the academic supervisor in touch with the partnering organisation and a formal letter from the institute is sent for collaboration and confirmation. In addition, the internship slots may be conveyed through Telephonic or Written Communication (by Fax, Email, etc.).
- **Step 3:** Students on joining training, would submit the Joining Report/ Letters / Email with signatures from the field supervisor and get oriented to the host institute.
- **Step 4:** Students undergo field experience at the concerned organisation. There is submission of weekly student logs and diaries online and in-between Faculty Member(s) evaluate(s) the performance of students once/ twice by visiting the organisation for Interim Review-Feedback and Support.
- **Step 5:** Submission of training reports post-completion and a presentation of the work experience.
- **Step 6:** Training Certificate to be obtained from the host organisation and student logs and report duly signed.

Assessment of Learning Outcomes

- Assessment is another important component of an internship programme. Student's learning plan or log book as it is often called, becomes one of the major tools for evaluation giving an insight about the students' daily routine in the field. The learning plan may have different categories of learning such as knowledge goals, professional goals, technical goals, and cultural goals.
- Reflection is another essential element of experiential education and is a key aspect of assessment in the internship programme.
- Their academic supervisor as well as the field supervisor from the host institution evaluate the student on the task accomplished. The field supervisor countersigns the student's log and field report as a mark of the authentication of work. The field supervisor is also expected to give authentic reflections on the achievement of knowledge goals, professional goals, technical and cultural goals. A learning portfolio often serves as the culmination of the internship and as the major product for assessment. The academic supervisor from the host institution would be evaluating the learning portfolio along with the formal presentation of the reflections and learning.



S2SEC534: PREPARING AND PRESENTING A REPORT BASED ON THE ACTIVITIES AND EXPERIENCES DURING THE INTERNSHIP

Introduction to the Course

This is an activity-based course in order to acquaint the students to gain the necessary knowledge and experience in understanding the purpose of internship. The course will enable the students to wind and unwind whatever they have acquired during the tenure of their internship in an institution, and what they could acquire as a part of their skill development. The students will be required to record systematically all the activities they perform in the institution where they will be attached on a day-to-day basis and, at the end of the period of internship, will be required to submit an activity-based report as part fulfillment of the course work which has been allocated two credits.

The report writing for the internship programme will highlight the knowledge acquired by the students in mentioning the skills acquired during the tenure of their internship in the selected institute. For presenting their experiences in a Report Format, the students will be required to maintain records of the activities they carried out in the assigned institution. They are expected to cover the purpose and objective of the institution (which will include vision and goals) and the activities they perform, etc. The skills of the students in understanding the academic activities which are carried out by the institution and how it is contributing to the development of the nation, etc. are to be documented in detail. In a nutshell, the students have to understand the basic skills which they performed and acquired during the internship. They have to highlight and put all the important information in a report format. The report could be of 15000 words in which the focus will be on the experience gained and its translation into a skill for utilising it for future research.

Course Objectives

This course will prepare students to:

- Documenting and making a report of the activities performed vis-à-vis the activities of the institution they were assigned; and
- Understand the process of making a report of the activities and experiences attained during their internship.

Learning Outcomes

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

- Learn how to serve an institution and how to acquire the requisite knowledge to perform better in an institution so that they can contribute to the institution meaningfully
- Attain the skills of serving an institution
- Acquire the knowledge of making a day-to-day report of various activities they performed by adhering to a time schedule and complete the assigned job to them

- Put all the information systematically which may cover all the knowledge and experience they gained in the institution
- Report how the institution is serving and contributing towards the development of the nation

Course Units

Unit 1: Preparing the Report

(Instructional Hours = 15)

The students will be acquainted with the method of systematically drafting a report on the internship activity they will be assigned. The method and process of documenting the learning outcomes will be articulated in the course. They will be provided an opportunity to learn how to put all the learning experiences they have acquired during the tenure of their internship into a report format. The students will be enabled to understand the format of drafting a report. The content of the report will be discussed in detail which will include the chapterisation plan and list of tables and figures as well as photographs to be covered in the report. The material which can be put in the annexures, etc. will also be covered in the course.

As a part of the programme, the internship opportunity provided to students will enable them to learn, understand and interact with the environment of the institution they will be placed. The students will make in-depth study of the assignments they will be provided in the institution and also try to get deeper involvement to understand the duties they will be assigned to do. While doing so, they will relate their knowledge base which they have acquired from the transaction of various courses during the programme and try to perform their activities they will be assigned from time-to-time. Internship programme will provide ample opportunity to students to sharpen their work skills and develop expertise in those areas which they can plan to study and work in the future.

Unit 2: Presenting the Report

(Instructional Hours = 15)

The students will be facilitated to understand the institution where they will be attached. The preparations for the internship include the understanding of the institution where they are going to work for next few weeks. The students are required to develop their written portfolios on the activities they will be carrying out. The basic prerequisites they have to keep in mind are that of the vision, mission and goals of the institution where they intend to serve. To study and understand as well as have interactions with the institutional resource persons with whom they will be serving the institution. What kind of educational activities/research activities/training activities are carried out in the institution and what they are assigned and expected to do in the institution. Will they be assigned to some kind of research projects or some kind of institutional programmes which are envisaged to be organised, etc.? It may be noted that the activities assigned should be carried out and a daily report of all such activities to be recorded with a remark on attainment of some kind of learning objectives. They should also mention what makes them very satisfied to learn in the internship programme and what is that they have to work hard in order to learn while working for the programme. One thing which has to be kept in mind is that, during the participation in the internship programme, they have to: Firstly, understand the learning inputs acquired from the programme and secondly, the contribution they were able to make to the institution and worked for it wholeheartedly to their satisfaction and the satisfaction of the resource person with whom they are attached in the institution. In addition, there is a need to understand the team activities where they should participate and contribute actively. As it will be observed that the institution, where they will be serving, is no way exceptional and the human tensions and conflicts will continue to exist, but it is up to the individual how such problems are



overcome and the goal of achieving the success in the internship is achieved. And it may be noted that the intern should not interfere in the institutional politics and keep themselves away from any such problems, if any, they face.

The intern should think that they have come to achieve a goal and put serious efforts to achieve the goals of their assignment. And ultimately, they have to work hard to draft a well-crafted report of the entire process of the internship programme. A forty to fifty pages' report consisting of four to five chapters can be drafted. The draft should cover all aspects of the internship programme distributed among the chapters, the host institution, its activities, the major activities they performed and the placement (area of work assigned) in the institution as an intern and kind of other activities assigned from time-to-time, etc. In addition, the interaction with the staff and participation in their activities, if any, and academic contributions made, etc. are very important and to be presented in the report. The students may consider dedicating a chapter in the report about what they expected and what they learnt, what they achieved, and what was the most interesting part of the programme, and can create a learning portfolio for use in the future job placement interviews.

Course Transaction

- The **two units** of the course will be transacted through teaching and interaction. Around 8-10 sessions will be taken up for the course activity of report writing. The details of the report writing will be thoroughly discussed and the doubts will be clarified.

Assessment of Learning Outcomes

- The internship report submitted by each of the students will be evaluated and the grading will be done accordingly. However, depending upon the availability of time, the students will be provided an opportunity to make the presentations of their reports which will be graded.

Essential Readings

- Bowden, J. (2011). *Writing a Report, how to prepare, write and present really effective reports*. Robinson Publishers.
- Corey, J., & Killingsworth, M. J. (1987). The Internship Report. *Technical Writing Teacher*, 14(2), 133-141.
- Nyitray, K. J. (2012). *Internship report guidelines*. Stony Brook University
- Simon, M (2017). *Professional Report Writing*. Routledge.
- Sweitzer, H. F., & King, M. A. (2013). *The successful internship*. Cengage Learning.

SEMESTER III



S3CC507: POLICY ANALYSIS AND PLANNING IN EDUCATION

Introduction to the Course

Education policy consists of the principles and policy decisions that influence the field of education, as well as the collection of laws and rules that govern the operation of education systems. Education policy analysis is the scholarly study of education policy. Strong educational policies are the lifeblood of improving educational equity worldwide. Solid, coherent policies and plans are the bedrock on which to build sustainable education systems, achieve educational development goals and contribute effectively to lifelong learning. Educational planning specifies the goals, values and practices and gives the direction for future educational development of a country. It also specifies and sets a limit to a course of action related to education in a country. Planning is one of the important attributes of educational management. To achieve the aims and objectives of education, effective planning with organising, staffing, directing and controlling are required. Plan is a commitment to a particular course of actions believed necessary to achieve the desired results.

The institutional intervention of planning in post-independent India precedes the framework of policy formulation and implementation in a systematic manner. There is a beginning of planning from first up to the twelfth plan period from 1952 to 2017. National Institution for Transforming India with the acronym NITI Aayog was established in 2015 with an objective to support the Central Government in policy matters, including sectors such as education. Over a period of the last 65 years, the top-down planning seems to have given way to market-led processes of development. A rational understanding is that policy precedes planning at the implementation stage of policies.

This course on Education Policy and Planning is intended to introduce the students to the concepts and societal context of educational policy and 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 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.

Course Objectives

This course will prepare students to:

- Have the core understanding of policy making and planning in education
- Educational policy making and policy implementation in the Indian context
- Understand the concepts, types and theoretical foundations of educational planning
- Understand decentralised and strategic planning in education and related techniques and district planning practices in India

Learning Outcomes

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

- Understand the dynamics of education policy-making;
- Analyse major policy shifts in education in India;
- Understand the key principles guiding decision-making in educational planning; and
- Analyse and appreciate educational planning frameworks, methods, techniques and practices in India.

Course Units

Unit 1: Linkages between Policy and Planning in Education (Instructional Hours = 06)

Educational Policy making and Educational Planning are closely interconnected. Planning entails a variety of processes; from the analysis of the present situation, generation and assessment of policy options, to the careful preparation and monitoring of policy implementation, eventually leading to the redefinition of a new policy cycle.

Introductory Sessions under this unit will be devoted to develop a basic conceptual understanding of the linkages between policy and planning processes. With specific reference to education in the Indian context, the course will focus on explaining and illustrating policy-making processes in which planning operates as a tool in achieving policy goals and targets. It will explore the relationship between research evidence and policy making, policy and planning, and its implementation.

- Linkages between Policy and Planning in Education
- Policy as a Plan of Actions – Translation of Policies into Practices through Action Plans and Programmes
- Policy Cycles: Policy Making - Implementation - Evaluation

Essential Readings

- Haddad, W. D. & Demsky, T. (1995) *Education Policy – Planning Process: An Applied Framework*. IIEP-UNESCO.
- Ketudat, S. & Fry, G. (1981). Relations between Educational Research, Policy, Planning and Implementation: The Thai Experience. *International Review of Education*, 27(2), 141-152.
- Lo, M. W. K. (2010). To What Extent Educational Planning and Policy Decision ought to be Guided by Economic Considerations – A Case Study on Recent Educational Developments of Hong Kong. *International Education Studies*, 3(4), 107-120.
- Mathur, K. (2001). Does Performance Matter? Policy Struggles in Education. *Journal of Educational Planning and Administration*, 15(2), 225-240.

- Sack, R. (2005). *Policy, Planning and Management in Educational Systems: Essential Elements in the Achievement of Education for Sustainability*. <http://www.eolss.net/Eolss-sampleAllChapter.aspx>

Unit 2: Theoretical Approaches to Policy Making

(Instructional Hours = 12)

In a scientific approach to policy analysis, policy design, policy tools, advocacy, research, political and social environment, etc. play an important role. Theoretical Framework of Education Policy refers to the principles that govern the operation of educational systems. Two principles, i.e., Comprehensive Rational and Bounded Rationality Approaches to policy will be discussed and critically examined. Besides Rationality Approaches, other approaches such as Randomised Control Trials (RCT) to support decision making will also be discussed. In examining different policy-making approaches, new ways of collecting evidence to support decision making for the policy will be explored and critically reflected. The following broad themes would be covered in this unit:

- Policy Science - Scientific Approaches to Policy Making
- Policy as a choice in a particular space, time and context – rationale for a particular choice among alternatives
- Rational Approach to Policy Making: Comprehensive Rationality and Rationality Bound
- Other Approaches: Incremental Approach, Group Theory Model, Elite Theory Model, Institutional Model, Systems Model, Random Control Trials Approach, etc.
- Designing Policy Formulation – Evidence-based Policy Making – Stakeholder Consultation - Choosing Policy Options

Essential Readings

- Bell, L. & Stevenson, H. (2006). *Education Policy: Process, Themes and Impact*. Routledge.
- Harman, G. (1984). Conceptual and Theoretical Issues. In J.R. Hough (Ed.), *Educational Policy: An International Survey* (pp. 13-29). Croom Helm.
- Hough, J. R. (1984). *Educational Policy – An International Survey*. Croom Helm.
- Jones, B. D. (1999). Bounded Rationality. *Annual Review of Political Science*, 2(1), 297-321. <https://www.scribd.com/document/81370155/Jones-Bounded-1>
- Sutton, R. (1999). *The Policy Process: An Overview*. ODI Working Paper no. 118. Overseas Development Institute.

Unit 3: Dynamics of Policy Making in Education in India

(Instructional Hours = 15)

Theoretical understanding of the public policy in education is followed by an understanding of the structure, process and dynamics of policy making in education in the Indian context. While dealing with structures, the roles and functions of the government, and bodies such as Niti Aayog, the Central Advisory Board of Education (CABE) and other concerned bodies at different levels in policy formulation will also be transacted, locating the directions of development of public policy in education through the commissions, committees and national policies on education. Besides policy processes involved in the making of three National Education Policies (1968, 1986 and 2020), major policy shifts in school and higher education will be discussed at length.

- Education Policy Making in India – Structures, Processes and Dynamics
- The Role of Government and its Bodies in Education Policy

- Roles of institutions (political, administrative and technical at different levels) in governance and delivery of education
- Processes of Policy Making in Education
- National Education Policies: 1968, 1986 and 2020
- Policy Shifts in School Education
- Policy Shifts in Higher Education
- Policy Implementation – Issues and Pathways

Essential Readings

- Ayyar, R.V. (2009). *Public Policy Making in India*. Pearson Longman.
- Government of India. (2020). *National Education Policy-2020*. MHRD, GOI.
- Little, A.W. (2010). *Access to Elementary Education in India: Politics, Policies and Progress*. CREATE Pathways to Access, Research Monograph No. 44. Institute of Education, University of London.
- Ministry of Education. (1962). *The Report of the University Education Commission (December 1948–August 1949), Volume I*. Government of India.
- Naik, J.P. (1997). *The Education Commission and After*. The ABH Publishing Corporation.
- NIEPA. (2020). *NEP-2020: Implementation Strategies*. National Institute of Educational Planning and Administration.

Unit 4: Educational Planning: Concepts, Types and Approaches (Instructional Hours = 7)

This unit will deal with the fundamentals of educational planning. Beginning with introducing the students to the basic concepts, types, conditions and approaches to educational planning, this unit will make 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 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. During the last six decades, educational planning, as a distinct discipline, has traversed a long distance, both internationally and nationally. This unit would provide a glimpse of this journey. The Unit 4 would cover the following themes:

- Educational planning: Concepts and types.
- Theoretical foundations of educational planning/planning approaches.
- 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, M., & Varghese, N. V. (Eds.) (2011). *Directions in Educational Planning: International Experiences and Perspectives*. IIEP-UNESCO.
- Coombs, P. H. (1970). *What is Educational Planning?*. IIEP-UNESCO.
- Hallack, J. (1990). *Investing in the Future*. Pergamon.
- Psacharopolous, G. (1986). Planning of Education: Where Do We Stand?. *Comparative Education Review*, 30(4), 560-573.

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

Unit 5: Methodology and Techniques of Planning in Education and Educational Decentralisation and District Planning practices in India (Instructional Hours = 20)

After having an understanding of the concepts, theoretical foundations and evolution of educational planning during the last five decades in Unit 4, this unit will consist of two parts. Part A will deal with educational planning methods and techniques that have generic application in all settings. Discussions would be made on whether strategic planning is a reality in the social sector or not. What all goes into strategic planning in education and how can the basic maxims of strategic planning be borrowed to conceptualise planning models in individual country settings? What has been the influence of Management for Development Results (MfDR) approach on strategic planning models in education? Besides, alternate models for delivering planned results, including enrolment targets in school and higher education as envisaged in the NEP 2020 would also be covered in this part. This part is highly technical and is the core of educational planning. The Part B of Unit 5 intends to introduce scholars to educational planning practices in India. This section would enable scholars to apply their learnings from Part A of Units 5 in a better fashion to understand and debate educational planning in India. The Unit 5 would cover the following themes:

- Concept and methodology of strategic planning in education
- Education sector diagnosis
- Projection techniques and 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)
- Education under Five Year Plans in India
- Decentralised Planning in Education in India
- Local level planning techniques in education and their use in district planning in India – i.e., school mapping, micro-planning and school improvement planning
- Recommendations of NEP 2020 and their implications for decentralised planning in education in India
- Education development plan appraisal practices in India and their influence on district planning

Essential Readings

- Bardhan, P. (2002). Decentralization of Governance and Development. *Journal of Economic Perspective*, 16(4), 185-205.
- Brinkmann, S. (2020). The Invisible Barriers to India's Educational Reforms. *Economic and Political Weekly*, 55(4), 50-57.
- Robinson, M. (2007). Does Decentralization Improve Equity and Efficiency in Public Service Delivery Provision?. *IDS Bulletin*, 38(1), 7-17.
- University of Oxford (2013). *A Step-by-step Guide to Monitoring and Evaluation*. Environmental Change Institute.
- Varghese, N.V. (Ed.) (1997). *Modules on District Planning in Education*. NIEPA.
- Varghese, N.V., & Biswal, K. (1999). *School Mapping: An Analysis of Educational Facilities in Dhenkanal District*. NIEPA.

Course Transaction

- The methodology of curricular transaction would include lecture-discussion and practical exercise/group work, group discussions and seminar presentations. Since this is a skill-oriented course; emphasis will be laid on practical exercises, simulation exercises and seminar presentations.

Assessment of Learning Outcomes

- The assessment of learning outcomes will be done on the basis of performance in the group work, book reviews, term paper, seminar presentations and term-end written examination.

Extended Readings

- Charvak, C. (2000). *From Decentralization of Planning to People's Planning: Experiences of the Indian States of West Bengal and Kerala*. Centre for Development Studies.
- Chau, T. N. (2003). *Demographic Aspects of Educational Planning*. UNESCO, IIEP.
- Ruscoe, G. C. (1969). *Conditions for Success in Educational Planning?* UNESCO, IIEP.
- Tilak, J. B. G. (1977). Approaches to Educational Planning and their Applications in India. *Indian Economic Journal*, 24(3), 263-294.
- UNDP (2009). *Handbook on Planning, Monitoring and Evaluating for Development Result*. UNDP. <http://www.undp.org/eo/handbook>
- UNESCO. (2016). *Designing Effective Monitoring and Evaluation of Education Systems for 2030: A global synthesis of policies and practice*. United Nations Educational Scientific and Cultural Organization.
- UNESCO. (2013). *Education Micro Planning Toolkit*. United Nations Educational Scientific and Cultural Organization.
- UNESCO. (2015). *Guidelines for Education Sector Plan Appraisal*. International Institute for Educational Planning and The Global Partnership for Education. <https://unesdoc.unesco.org/ark:/48223/pf0000233768>
- Zaidi, S. M. I. A., Biswal, K., Mohanty, N. K., & Lal, A. A. C. (2012). *Planning and Appraisal Manual for Secondary Education: Rashtriya Madhyamik Shiksha Abhiyan (RMSA)*. National University of Educational Planning and Administration.

S3CC508: GOVERNANCE AND MANAGEMENT IN EDUCATION

Introduction to the Course

Governance constitutes one of the major entry points to discourse on development. The concept of governance is not new but the meaning and reference point of the concept in recent decades has taken new shape. Governance in its new understanding is not essentially a government centric mode of engagement with development. The emphasis is now more on output and maximisation of outcome. Efficiency, effectiveness, efficacies and economies of scale in governance are important reference points. Thinking beyond government, and partnership between government, civil society and market defines the new ground for understanding the landscape of governance. It is this context that sets out ground for new principles and practices of governance and management. It is also the new context and priorities on development that prepare ground for the new form and role of leadership in education. The course on governance and management in education aims at engaging the students in understanding the embeddedness and connection of the theme of governance, management and development. It further intends to develop the capacity of students to work as a part of praxis.

Course Objectives

This course will prepare students to:

- Provide in-depth understanding of the concept, theories and context of governance and management
- Provide exposure to different approaches and models of governance and management
- Develop understanding about the linkage and interplay between governance and development
- Learn the practices of governance and management

Learning Outcomes

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

- Understand the nuances of development and governance
- Expose to the various dimensions of governance and management practices helping in relating to the empirically grounded complexities of both governance and development
- Take leadership positions in their respective areas of engagement

Course Units

Unit 1: Theoretical Foundation and Conceptual Canvas of Governance and Management (Instructional Hours = 15)

The second half of the 20th century has introduced a number of new developments encompassing every aspect of human life, including the dominant mode of understanding society, polity and economy. The decades following the World War-II announced new discourses with shifting emphasis from centrality of state and its mode of operations to a new role of citizens and civil society, role of non- state actors in development,



etc. This has also led to new understanding of the concept, principles and practices of governance and management. New concepts and new modes of governance announce a kind of departure from the traditional understanding. New ideas and concepts herald new discourses. One set of discourse argues for and accepts a shift from government to governance. Another situates arguments more in the language of meta- governance, multilevel governance, network governance, corporate governance, global governance, shared governance, participatory governance, etc. The unit of the course aims at critical engagement with the various conceptual and theoretical dimensions of governance indicated in the foregoing paragraph. It also takes into account educational governance and management as an important reference point of discussion.

- Concept, theories and approaches of governance and management
- Interlinkages between governance, management and development
- Forms and models of governance and management
- Emerging trends in governance and implications for development

Essential Readings

- Bell, S. R., & Hindmoor, A. M. (2009). *Rethinking Governance: The Centrality of the State in Modern Society*. Cambridge University Press.
- Dean, M. (2010). *Governmentality: Power and Rule in Modern Society*. Sage Publications.
- Gjaltma, J., Biesbroek, R., & Termeer, K. (2020). From government to governance... to meta-governance: a systematic literature review. *Public Management Review*, 22(12), 1760-1780.
- Katsamunsk, P. (2016). The concept of governance and public governance theories. *Economic alternatives*, 2(1), 133-141.
- Kettl, D. F. (2022). Weberian Bureaucracy and Contemporary Governance. *Perspectives on Public Management and Governance*, 5(2), 111-120.

Unit 2: State, Market and Justice Framework in Governance of Education

(Instructional Hours = 15)

The dominant discourse on education and governance should be ideally centred around the rights-based framework of educational delivery. A number of international instruments and national commitments coming out of the constitutional commitments or legal compliance makes the state and its agencies obligations of rights leading to effective realisation of the idea of equal access and opportunity. The state is ideally duty bound to ensure that education is available, accessible, acceptable and adaptable to the community. How far this idea is getting realised as an operational reality becomes a subject of empirical exploration. Contrary to the public good nature of education, the market has emerged as a major actor in educational delivery. The neoliberal reforms have greatly impacted the governance and delivery of education in recent decades. The decline in funding in education and financing of public institutions has opened up a new context of governance. How far the idea of justice gets negotiated in the midst of competing claims of state and market calls for understanding.

Globalisation and its new forms aligned to neoliberal reforms have greatly impacted the model of governance and development in education. Neoliberal reforms and globalisation have not only reshaped the governance models but have also steered a process of changing priorities and focus of education. The purpose of education has also undergone change. These changes have important implications for equity in access and participation in education. Decentralisation in its various forms, including federalism is invoked

as an important principle and practice of governance. One of the underlying assumptions in this case is that it can be more people-citizen centric as well as an important tool for enhancing participatory decision-making. Federal mode of decentralisation. Decentralisation can also open up the possibility of negotiation and mediation between state and community on the one hand, and market, on the other.

This unit of the course will focus mainly on understanding the link between state, market and necessitated grounds for justice in the emerging models and modes of governance as well as delivery of education governance and development in relation to the role of state and non-state actors.

- State, market and justice framework in governance - Competing claims and discourses
- Neoliberal reform, globalisation and governance
- Emerging models of partnership between state and market in educational governance
- Decentralisation in educational governance and management
- Autonomy and accountability in the framework of governance

Essential Readings

- Bear, L., & Mathur, N. (2015). Remaking the Public Good: A New Anthropology of Bureaucracy Introduction. *The Cambridge Journal of Anthropology*, 33(1), 18-34.
- Doberstein, C. (2016). Designing Collaborative Governance Decision-Making in Search of a 'Collaborative Advantage'. *Public Management Review*, 18(6), 819-841. DOI: 10.1080/14719037.2015.1045019.
- Castles, F. G. (2004). *The Future of The Welfare State: Crisis Myths and Crisis Realities*. Oxford University Press.
- Gilbert, N. (2002). *Transformation of the Welfare State: The silent surrender of public responsibility*. Oxford University Press.
- Pierson, P. (Ed.) (2001). *The New Politics of the Welfare State*. Oxford University Press.
- Stiglitz, J. E. (2002). *Globalization and Its Discontents*. W. W. Norton & Company.

Unit 3: Governance, Management and Leadership in Education: Principles and Practices (Instructional Hours = 15)

Management in education is more to deal with the practice of governing the system or institutions. Different management practices are invoked to ensure better governance and outcome in education. It is even more critical for leadership in education. Structure and process of decision-making, for instance, is concomitant to effectiveness in governance. Effective communication, flow of information, team-building, conflict management; management of change and innovations, etc. are causally related to effective management and governance of educational institutions. There are a variety of forms and models of governance of education across the countries. This unit aims to explore and provide understanding about various models and forms of educational governance covering both school education and higher education across the countries. The focus would be more on leading models of governance.

The attempt will be also made to understand the role of leadership in governance and outcome in education. The new discourses on governance of education, rooted in the market principles, may have different parameters of measures of performance and assessment of quality. Performance tracking on quantifiable parameters, ranking, graduation attributes and outcomes inform the new reference for institutional governance. This unit will try to unravel the multiple principles, forms, and practices of educational governance, management and leadership in cross-country perspective and experiences.

- Governance and management of education - emerging trends
- Models and practices of governance of education in cross-country perspective
- Autonomy and accountability in institutional governance of higher education
- Leadership in institutional governance - models, practices and imperatives

Essential Readings

- Black, S. A. (2015). Qualities of effective leadership in higher education. *Open Journal of Leadership*, 4(2), 54-66.
- Deardorff, D. K. De, Wit, H., Heyl, J. D., & Adams, T. (Eds.). (2012). *The SAGE Hand Book of International Higher Education*. Sage Publications.
- Frost, J., Hattke, F., & Reihlen, M. (Eds.) (2016). *Multi-level Governance in Universities: Strategy, Structure, Control*. Springer.
- Gibbs, P., & Barnett, R. (Eds.). (2014). *Thinking About Higher Education*. Springer.
- Shattock, M. (2002). Re-balancing modern concepts of university governance. *Higher Education Quarterly*, 56(3), 235-244.
- Tilak, J. B. G. (2018). *Higher education, public good and markets*. Routledge India.

Unit 4: Governance and Management of Education in India (Instructional Hours = 20)

India represents one of the largest as well as diverse education systems in the world. Managing and governing such a system of education is loaded with enormous complexity. The constitutional basis of education mandates the state and makes it accountable for educational responsibilities. This also provides a basic framework of managing education in India. The federal framework of managing education adds up diversity in management structures as well as management practices. Interesting part of this distinctiveness also amounts to variations in educational development and outcomes across the states and regions. Differences in educational development and educational outcomes may also be attributed to the structure, process and culture of governance. The public nature and state funding of education has been a dominant mode of educational delivery. However, there is a shifting site of emphasis from public to private in multifold discourses on educational development and governance of education in India. This unit of the course aims to understand the structure, process and dynamics of educational governance and management in India at all the levels and across the sectors. One of the major focus points of this unit will be to understand the role of the union and state in governance of education. It will also unravel the dynamic interface between state, market and community. Decentralisation in educational governance in India is a recurring concern in the discourse of governance and development. This unit of the course will attempt to understand the nuances of the structure, process of management and governance.

- Structure and process of governance of education in India at various levels
- Federalism and decentralisation in educational governance in India - Principles, practices and dynamics
- Emerging discourses and models of educational governance in India, including the models of non-state actors and partnership in educational governance
- Autonomy and accountability, regulatory framework of educational governance
- Quality of governance and outcomes in education

Essential Readings

- Bhushan, S. (2021). *Governance of Higher Education in Bihar: Influence of Power Centres*. Routledge.
- Jain, M., Mehendale, A., Mukhopadhyay, R., Sarangpani, P., & Winch, C. (2018). *School education in India: market, state and quality*. Routledge.
- Kapur, D., Mehta, P. B., & Vaishnav, M. (Eds.) (2018). *Rethinking public institutions in India*. Oxford University Press.
- Malik, G. (2017). *Governance & Management of Higher Education Institutions in India*. CPRHE Research Papers 5. Centre for Policy Research in Higher Education (CPRHE), National University of Educational Planning and Administration.
- Mathur, K. (2018). Changing Perspectives: Neo-liberal Policy Reforms & Education in India. *Journal of Education Planning & Administration*, 32(1), 5-14.
- Priyam, M. (2015). *Contested politics of educational reform in India: Aligning Opportunities with interests*. Oxford University Press.
- Varghese, N. V., & Malik, G. (2020). *India Higher Education Report 2019: Governance and Management of Higher Education in India*. Sage Publications.

Course Transaction

- Course will be transacted in a mode of lecture, group-based discussions on assigned theme/ topics.

Assessment of Learning Outcomes

- The method of comprehensive and continuation assessment will be followed through multiple modes such as assignments and presentations.



S3CC509: RESEARCH METHODOLOGY FOR THE SOCIAL SCIENCES

Introduction to the Course

This course is designed to introduce the postgraduate students to the field of research methodology, in general, and qualitative and quantitative research methods, in particular and equip them with the necessary research skills to undertake research in their own area of interest. Both theoretical aspects and the methods along with applications in educational research will be explored in this course. While quantitative research usually includes a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques, qualitative research is used to gain deep contextual understandings through non-numerical means and direct observations. In this context, the students will be introduced to the basic ideas behind the qualitative and quantitative research, methods of data collection, analysis and interpretation of data.

Course Objectives

This course will prepare students to:

- Develop an understanding of the nature, scope and significance of research
- Familiarise students with both quantitative and qualitative research methods to design and carry out a research study
- Achieve practical competence in a range of qualitative and quantitative research methods and apply them in data collection process
- Analyse and interpret a social phenomenon at both macro and micro levels

Learning Outcomes

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

- Understand the meaning, nature and significance of research
- Develop basic understanding of the history and development of qualitative and quantitative research methodology
- Conduct original research using either qualitative or quantitative methods or both
- Analyse and interpret a social phenomenon

Course Units

Unit 1: Introduction to Research Methodology

(Instructional Hours = 10)

Unit 1 introduces and reinforces research methodology to systematically solve research problems. The student is introduced to how research is done. There are many steps in developing a research design and carrying out research. Thus, it needs placing a topic or an educational issue in its theoretical context, formulating research questions, organising activities related to collecting information, analysing information and interpreting the findings.

- Characteristics, Types and Stages of Educational Research
- Sampling Techniques

Essential Readings

- Bryman, A. (2012). *Social Research Methods*. Oxford University Press Inc.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education*. Routledge Falmer.
- Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson Education Limited.

Unit 2: Quantitative Research Methods

(Instructional Hours = 20)

Unit 2 introduces the students to quantitative research methods and highlights theoretical models and objective measurements and the statistical, mathematical, or numerical analysis of data collected through primary questionnaires and surveys, or by handling secondary datasets using computational techniques. The objective of quantitative research is to investigate and generate evidence. Thus, quantitative research attempts to disaggregate a phenomenon and translate them into research statements that could be empirically verified. Quantitative researchers use techniques such as surveys or experiments, and rely on questionnaires to collect their data. Quantitative researchers rely greatly on statistical techniques to ensure reliability of the data collected and correctness of the analysis.

- Theoretical Underpinnings and Traditions of Quantitative Research
- Types of Variables, Indexing and Analysis
- Cross-sectional, Longitudinal, Descriptive, Inferential/Correlational and Experimental Designs
- Correlation and Causation
- Hypothesis Testing
- Parametric and Non-parametric Tests
- Normal Distribution and Central Limit Theorem
- Measures of Reliability and Validity in Questionnaire Design
- Ordinary Least Square Method, its Assumptions
- Introduction to SPSS Software

Essential Readings

- Balnaves, M., & Caputi, P. (2001). *Introduction to Quantitative Research Methods: An Investigative Approach*. Sage.
- Gujarati, D., Porter, D. & Gunasekar, S. (2017). *Basic Econometrics*. McGraw Hill.
- Kaplan, D. (Ed.) (2004). *The SAGE Handbook of Quantitative Methodology for the Social Sciences*. Sage.
- Landau, S., & Brian S. E. (2004). *A Handbook of Statistical Analyses using SPSS*. CRC Press.
- Veeraraghavan, V. & Suhas, S. (2016). *Parametric and Non-parametric Statistics*. Sage.

Unit 3: Qualitative Research Methods

(Instructional Hours = 20)

The purpose of this unit is to introduce the students to the field of qualitative research and equip them in the techniques and knowledge necessary to undertake independent research using qualitative methods.



Qualitative research tries to best investigate the phenomenon and its occurrence in a natural setting. The entire focus is on understanding the phenomenon holistically. Thus, it tries to provide an explanation to a phenomenon as perceived. In this context, the investigator and his training in the discipline are very important to understand the interpretation correctly and record them properly.

- Theoretical underpinnings and traditions of qualitative research
- Comparative method
- Fieldwork tradition in qualitative research; gaining access and challenges in the field
- Key methods for data collection in qualitative research - observation, interview, narratives, life histories, oral history, case study, focus group discussions
- Writing field notes and diaries
- Participatory rural appraisal techniques
- Introduction to NVivo software

Essential Readings

- Bazeley, P. & Jackson, K. (2013). *Qualitative data analysis with NVivo*. Sage Publications.
- Brinkmann, S. (2018). *Philosophies of Qualitative Research: Understanding Qualitative Research*. Oxford University Press.
- Chambers, R. (1994). The Origins and Practice of Participatory Rural Appraisal. *World Development*, 22(07), 953-969.
- Corbin, J., & Strauss, A. (2015). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. SAGE Publications, Inc.
- Sica, A. (Ed.) (2006). *Comparative Methods in the Social Sciences*. Sage Publications.

Unit 4: Mixed Methods Research (Instructional Hours = 10)

This unit intends to familiarise the students with mixed methods research and also to introduce them to triangulation techniques.

- Data and Data Types: Qualitative and Quantitative Data
- Mixed Method Research and Triangulation of Data

Essential Readings

- Creswell, J. (2012). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage
- O'Dwyer, L. M. & James, A. B. (2013). *Quantitative Research for the Qualitative Researcher*. Sage.

Course Transaction

- The course will be transacted through lecture-cum-discussion method.

Assessment of Learning Outcomes

- The course evaluation will be done based on the performance in the internal assignments as well as the mid-term and end-term written examinations. The internal assignments will be in the form of reviewing the relevant articles or chapters from the books, term papers and seminar presentations.

Extended Readings

- Babbie, E. (2014). *Practice of Social Research*. Cengage Learning.
- Bernard, H. R. (2010). *Analyzing Qualitative Data: Systematic Approaches*. Sage.
- Delamont, S., & Atkinson, P. (1980). The Two Traditions in Educational Ethnography: Sociology and Anthropology Compared. *British Journal of Sociology of Education*, 1(2), 139–152.
- Denzin, N., & Lincoln Y. (Eds.) (2011). *The Sage Handbook of Qualitative Research*. Sage Publications.
- Hammersley, M. (2006). Ethnography: problems and prospects. *Ethnography and Education*, 1(1), 3-14.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*. Sage Publications.
- Reason, P., & Bradbury, H. (2000). *The handbook of action research: participative inquiry and practice*. Sage.
- Sabharwal, N. S., Joseph, R. S., Bankar, A. C., & Talmale, A. V. (2021). Accessing silenced voices? Diary method as a source of data for understanding higher education experiences of students from socially excluded groups. In X. Cao & E. Henderson (Eds.), *Exploring Diary Methods in Higher Education Research: Opportunities, Choices and Challenges* (pp. 131-144). Routledge.
- Silverman, D. (2013). *Doing Qualitative Research*. Sage.
- Troman, G. (1996). No entry signs: educational change and some problems encountered in negotiating entry to educational settings. *British Educational Research Journal*, 22(2), 71–88.



S3EC525: EDUCATION AND EMPLOYMENT

Introduction to the Course

The purpose of this optional course on Education and Employment is to help the scholars increase their awareness and enhance their ability to critically analyse and understand linkages between both the concepts. This optional course will focus on critical understanding of the labour market and many layers of various theories that undergird it. This course will introduce students to economic models of the labour market, both theoretical and empirical, along with detailed discourse on various labour market theories of development, wages and income distribution in an economy, including human capital theory. The course will provide a comprehensive understanding of the issues related to labour market conditions, employment and employability to the students through analysis of the current scenario in India. The course will equip the scholars to have a differentiated and segmented understanding of the labour market in the rapidly changing development contexts at both national and international levels. After completing this course, students will be able to describe key features of the labour market, analyse models of the labour market in order to make predictions concerning the impact of public policy recommendations, and evaluate existing data relating to these predictions.

Course Objectives

This course will prepare students to:

- Develop conceptual understanding of education and employment
- Enable them to understand the relationship between both the concepts
- Enhance analytical skills for comprehending the inter-linkages
- Develop critical understanding of policies and programmes and their impact

Learning Outcomes

After the completion of the course, the students will be able to:

- Demonstrate specialised knowledge and understanding of education and employment
- Have a critical and discerned understanding of labour market
- Analyse different returns and dimension of the labour market link
- Critically assess the policies and programmes in the context of a development perspective

Course Units

Unit I: Education and Labour Market Linkages

(Instructional Hours = 15)

In this unit, the linkages between education and the labour market will be explored. The unit will involve a brief discussion on labour market and detailed discourse on labour market theories of M. Blaugh, M. Woodhall and P. Coombs. Various models of returns to education by Schultz, Becker, Mincer's wage equation, Heckman's two step selection model will be discussed with quantitative analysis. This unit will help the students in developing understanding around returns to education through different approaches and methods.

- Concepts and definitions of employment, unemployment, underemployment
- Labour market theories
- Segmentation and Dual Labour Market Theory
- Models of returns to education

Essential Readings

- Fasih, T. (2008). *Linking Education Policy to Labor Market Outcomes*. World Bank Publications.
- Hartog, J. (2006). *A Risk Augmented Mincer Earning Equation? Taking Stock*. Universiteit van Amsterdam.
- Heckman, J. J., Lochner, L., & Todd, P. E. (2003). *Fifty Years of Mincer Earning Regressions*. NBER Working Paper No. 9732. <https://doi.org/10.3386/w9732>
- International Labour Office. (2016). *Key Indicators of the Labour Market 2015*. ILO.
- Psacharopoulos, G. (1981). Returns to Education: An Updated International Comparison. *Comparative Education*, 17(3), 321-341.
- Psacharopoulos, G., & Patrinos, H. A. (2018). Returns to Investment in Education: A Decennial Review of The Global Literature. *Education Economics*, 26(5), 445-458.

Unit 2: Income Distribution Theories and Wage Determination (Instructional Hours = 15)

The aim of this unit is to equip students with the critical understanding of how wages are determined under the classical and neo-classical framework and the distribution of income in the economy. This unit will involve detailed discussion and analysis of various theories of returns to a factor such as marginal productivity theory, Ricardo's theory of rent.

- Income theories
- Theories of distribution
- Wage determination
- Mismatch and asymmetry

Essential Readings

- Ellerman, D. (2016). The Labor Theory of Property and Marginal Productivity Theory. *Economic Thought*, 5(1), 19-36. <https://philarchive.org/archive/ELLTLT>
- Kaldor, N. (1955). Alternative Theories of Distribution. *The Review of Economic Studies*, 23(2), 83-100.
- Schultz, T. W. (1961). Investment in Human Capital. *The American economic review*, 51(1), 1-17.
- Clark, J. B., & Wicksteed, P. H. (2003). The Development of Marginal Productivity Theory. In G. Vaggi & P. Groenewegen (Eds.), *A Concise History of Economic Thought: From Mercantilism to Monetarism* (pp. 235-243). Palgrave Macmillan.
- Whitaker, J. K. (1988). The Distribution Theory of Marshall's Principles. In A. Asimakopulos (Ed.), *Theories of Income Distribution* (pp. 105-132). Springer.

Unit 3: Education and Employment Interface (Instructional Hours = 15)

The focus of this unit is to develop a better understanding of the interface of education and employment in recent times. The students will be familiarised with different concepts such as employability and employability skills. The unit will also involve the discussion around determinants of education and employment along with transition from school to work.

- General to vocational education
- Determinants of education and employment
- Skill formation: concepts, typologies, theories and trajectories
- Employability and employability skill

Essential Readings

- Hanushek, E. A., Schwerdt, G., Woessmann, L., & Zhang, L. (2017). General education, vocational education, and labor-market outcomes over the lifecycle. *Journal of human resources*, 52(1), 48-87.
- Harvey, L. (2001). Defining and measuring employability. *Quality in higher education*, 7(2), 97-109.
- Mehrotra, S. (2014). *India's skills challenge: reforming vocational education and training to harness the demographic dividend*. Oxford University Press.
- OECD & World Bank (2013). *Indicators of Skills for Employment and Productivity: A Conceptual Framework and Approach for Low Income Countries*. OECD, World Bank, ETF, ILO and UNESCO.
- Tilak, J. B. (2003). Vocational Education and Training in Asia. In J. P. Keeves, R. Watanabe, R. Maclean, P. D. Renshaw, C. N. Power, R. Baker, S. Gopinathan, H. W. Kam, Y. C. Cheng, & A. C. Tuijnman (Eds.), *International handbook of educational research in the Asia-Pacific Region* (pp. 673-686). Springer.

Unit 4: Education and Employment in India

(Instructional Hours = 15)

This unit will deal with the trends in education and employment in India in the post-reform period. It will also involve discussions around how the structure of the labour market has changed in terms of employment over the years. Employability of the workers in organised and unorganised sectors will be discussed from the point of view of their adequacy and inadequacy. This unit will further analyse various policies and programmes of the Government of India with respect to education and employment in the country. The students will learn how to find out the labour force and work force rates in the country. At the end of this unit, the students will be able to critically analyse the education and employment policies and programmes in India.

- Manpower requirement approach along with nonacademic factors in projection
- Labour mobility and migration
- Employability in organised and unorganised sectors
- Policies and programmes

Essential Readings

- Hirway, I. (1999). *Estimating Work Force Using Time Use Statistics in India and its Implications for Employment Policies*. (Conference Paper) International Seminar on Time Use Studies. IHSN.
- Kapsos, S., Silbermann, A., & Bourmpoula, E. (2014). *Why is Female Labour Force Participation Declining So Sharply in India?*. International Labour Office.
- Mehrotra, S. (2014). *India's Skills Challenge: Reforming Vocational Education and Training to Harness the Demographic Dividend*. Oxford University Press.
- Psacharopoulos, G. (1987). The Manpower Requirements Approach. In G. Psacharopoulos (Ed.), *Economics of Education: Research and Studies* (pp. 331-335). Pergamon.
- Tholkappian, C. (2014). Organised and Unorganised Sector Employment in India: Macro Stand Point. *International Journal of Research (IJR)*, 1(4), 293-298.

Course Transaction

- The methodology of unit includes lecture discussions and group activities followed by oral presentations, panel discussions, case study analysis, role plays, reflective activities, etc.

Assessment of Learning Outcomes

- Assessment 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.

Extended Readings

- Aggarwal, A., Johnes, G., Freguglia, R. S., & Spricigo, G. (2010). *Education and Labour Market Outcomes: Evidence from India*. Lancaster University Management School Working Paper 2011/003. <https://ideas.repec.org/p/lan/wpaper/615663.html>
- Ahmed, T. (2016). Labour Market Outcome for Formal Vocational Education and Training in India: Safety Net and Beyond. *IIMB Management Review*, 28(2), 98-110.
- Chattopadhyay, S. (2012). *Education and Economics: Disciplinary Evolution and Policy Discourse*. Oxford University Press.
- Chowdhury, S. R. (2014). Skill Mismatches in Indian Labor Market: Policy Priorities & Challenges Ahead. *Indian Journal of Industrial Relations*, 49(3), 422-438.
- Dore, R. (1976). *The Diploma Disease: Education, Qualification and Development*. University of California Press.
- Duraisamy, P. (2002). Changes in Returns to Education in India, 1983-94: By Gender, Age-Cohort and Location. *Economics of Education Review*, 21(6), 609-622.
- Fajaryati, N., & Akhyar, M. (2020). The Employability Skills Needed to Face the Demands of Work in the Future: Systematic Literature Reviews. *Open Engineering*, 10(1), 595-603. <https://doi.org/10.1515/eng-2020-0072>
- Heckman, J., & Polachek, S. (1974). Empirical Evidence on the Functional Form of the Earnings-Schooling Relationship. *Journal of the American Statistical Association*, 69(346), 350-354.
- Hussmanns, R. (2004). *Measuring the Informal Economy: From Employment in the Informal Sector to Informal Employment*. Working Paper No. 53. International Labour Office.
- Scitovsky, T. (1964). A survey of some theories of income distribution. In National Bureau of Economic Research, *The Behavior of Income Shares: Selected Theoretical and Empirical Issues* (pp. 15-51). Princeton University Press.



S3EC526: GENDER AND EDUCATION

Introduction to the Course

Education is intrinsically linked with economic and social development. Understanding the inter-linkage between education and development in a country context is a complex exercise. With gender being given increasing attention as a running thread in development discourse, it is important to look at the inter-linkage between education and development from a gender lens. In this context, as a part of the Master's course on "Education and Development," this elective course on 'Gender and Education' will give learners a deeper insight into issues related to gender and education enabling them to understand and examine how education is deeply 'gendered' resulting in not only unequal provisioning and access to education but also outcomes. It will give them an opportunity to explore the non-homogenous nature of gender, how gender intersects with social and geographical parameters; policies, planning, administration and monitoring of education at the systemic and institutional levels. While doing so, the course will cover various topics, including various issues and important theories related to gender and development along with the politics of gender inequality and its influence on developing an inclusive education system at the global and national levels. The course will also impart the knowledge pertaining to the steps and actions needed to make the entire education system more equal and gender-friendly.

Course Objectives

This course will prepare students to:

- Develop a conceptual understanding of gender, gender parity, equality, equity and different feminist theories;
- Introduce students to key policies, issues and debates around gender and education in the international and national contexts and their interaction with other socio-economic aspects and geographical location in developing an inclusive education system;
- Equip students with the skills relating to methods and techniques of measuring gender related indicators and their use in educational, research, planning and administration; and
- Reflect on the gendered nature of educational provisions and its impact on access, participation, learning outcome, employability and empowerment of students.

Learning Outcomes

After the completion of the course, the students will be able to:

- Reflect on issues, causes and consequences of gender inequality in education and find out strategies for change not only in the Indian context but also in the regional and global contexts.
- Develop a better understanding of gender and its inter-linkages with other aspects of development which will help them assess gender-based disparities in education and development.
- Develop necessary skills and expertise for planning and management of education and related areas as well as for undertaking research with emphasis on gender in education and development.

Course Units

Unit 1: Conceptual understanding of Gender and Related Theories (Instructional Hours = 15)

This unit will include different concepts related to gender and gender equity, equality, parity; gendered norms, roles and socialisation and its implications on education; feminist theories and movements from international and national perspectives as well as gender and development. This unit will cover:

- Gender: A conceptual background
- Meaning of gender socialisation and gender roles - Third gender; masculinities and the queer question; the nature of gender roles; the determinant factors of gender differences and their implication for education and development
- Introduction to various feminist theories - Liberal, radical, socialist, post-colonial, eco-feminism, dalit-feminism; history of feminist movement: liberal, radical, Marxist, post-modern, post-colonial and black feminism; theory of empowerment; theory of intersectionality in global and national contexts; intersection between feminist and queer theory
- Approaches to gender and development - Women in Development (WID), Women and Development (WAD), Gender and Development (GAD) and their implications for educational development in international and national context

Essential Readings

- Bhasin, K. (2000). *Understanding Gender*. Kali for women.
- Butler, J. (1990). *Gender Trouble: Feminism and The Subversion of Identity*. Routledge.
- Freedman, S. A. (1993). *Speaking of Gender Identity: Theoretical Approaches*. ERIC.
- Harding, S. (1987). Introduction: Is there a feminist method? In S. Harding (Ed.), *Feminism and Methodology. Social Sciences Issues* (pp. 1-15). Indian University Press.
- Kabeer, N. (1994). *Reversed Realities: Gender Hierarchies in Development Thought*. Verso.
- Manjrekar, N. (Ed.) (2021). *Gender and Education in India: A Reader*. Routledge.
- Pinar, W. F. (2014). Queer Theory in Education. In G. A. Yep, K. E. Lovaas, & J. P. Ella (Eds.), *Queer Theory and Communication* (pp. 357-360). Routledge.

Unit 2: Gender Empowerment and Role of Institutions (Instructional Hours= 15)

This unit will provide an in-depth understanding about the process of gender-based discrimination that takes place in society, family and at different institutions, including those providing education. It will provide students an opportunity to explore different issues pertaining to gender, education and development: ranging from human rights, literacy, societal development, social context, externalities and technology to curriculum and teaching-learning process. A few sessions will also be devoted to discuss the role, policy and practices of government, private and civil society organisations in promoting gender equity in and through education in India.

- Gender discrimination at different institutional levels - Educational, Social, Cultural, Economic, and Political
- Gender from human rights perspective
- Gender in policy discourse in education in India

- Gender, literacy and societal development linkage
- Externalities in education in gender and social context
- Gender in curriculum and teaching-learning processes
- Addressing gender and social equity in education: role of government (Constitutional provisions, amendments, policy and programmes), progressive/ women movement, international agencies and civil society organisation and such like
- Gender, technology and education; access to technology and technology-based education

Essential Readings

- Bandyopadhyay, M., & Subrahmanian, R. (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.
- Htun, M., & Weldon, S. L. (2018). *The logics of gender justice: State action on women's rights around the world*. Cambridge University Press.
- Kenny, E. J., & Donnelly, R. (2020). Navigating the gender structure in information technology: How does this affect the experiences and behaviours of women?. *Human Relations*, 73(3), 326-350.
- Stoet, G., & Geary, D. C. (2018). The Gender-Equality Paradox in Science, Technology, Engineering, and Mathematics Education. *Psychological Science*, 29(4), 581–593.

Unit 3: Gender and Educational Access and Participation

(Instructional Hours = 15)

All sessions of this unit will be centred around educational access, participation and learning outcomes at different levels of education. These sessions will include various important aspects, including indices, data, stereotyping, institutional facilities, school and discipline choices and so on, with reference to school as well as higher, professional and technical education.

- Issues, concept, measurement and use of gender related indices pertaining to access, enrolment, participation and learning outcomes of students from right perspectives for planning and management of pre-primary, primary, middle, secondary and higher secondary education and higher education
- Gender disaggregated data and its use for educational planning and research; Gender Parity Index (GPI), Gender Development Index (GDI), Gender Empowerment Index (GEI)
- Gender Analysis Framework
- Gender stereotyping and double and multiple disadvantages in the context of schooling of children with special focus on socio-economically disadvantaged children and children with disability
- Gender, ideology and schooling: provisioning of schooling facilities, incentives, school curriculum, textbooks, teacher attitudes and classroom processes
- Issues of diversity and equity in higher education from gender perspective
- Expansion of higher education (private and public) and its impact on access, enrolment, and participation of students in higher education institutions
- Gender and choice of discipline and career
- Open schooling and distance mode of education
- Expansion of technical education and its implications for gendered and social access
- Researches on gender issues especially in education

Essential Readings

- Bhog, D. (2021). Gender and Curriculum. In N. Manjrekar (Ed.), *Gender and Education in India: A Reader* (pp. 266-274). Routledge.
- Leach, F. E. (2003). Practising gender analysis in education. *Oxfam*.
- Mazumdar, V. (Ed.). (2012). *Education, equality and development: persistent paradoxes in Indian women's history*. Pearson Education India.
- Menon-Sen, K. (2012). Mahila Samakhya: Songs of Change in A Minor Key?. In V. Ramachandran, & K. Jandhyala (Eds.), *Cartographies of Empowerment: The Story of Mahila Samakhya*. Zubaan Books.
- Ramachandran, V., & Jandhyala, K. (2019). *Gender and Education*. Orient Blackswan.
- Sudarshan, R. M. & Tilak, J. B. G. (Eds.) (2018). *Gender in Contemporary Education Research*. Gyan Publishing House & National Institute of Educational Planning and Administration.

Unit 4: Gender, Education and Employment

(Instructional Hours = 15)

This unit will focus on education, employability and labour market participation from gender perspectives. This unit will also help students develop a holistic understanding of gender education, employment and empowerment highlighting non-homogenous nature of gender and intersectionality of gender and employment with caste, class, locality and other parameters. Following themes are included in this unit:

- Gender division of labour, employability, participation in labour market especially in the service sector/ tertiary sector
- Gender and employment with reference to theory of intersectionality with caste, class, locality and other parameters
- Trend in female participation in labour force: special focus on declining trend in female participation in labour market and role of education in it
- Gender-based discrimination at workplace: violence against women
- Gender and child labour
- Feminisation of labour market and its further impact on work participation (with reference to teaching profession)
- Education and employment for human and social development
- Self-reliance, leadership skills and empowerment
- Educational planning and budgeting from gender perspective

Essential Readings

- Boserup, E. (2007). *Woman's role in economic development*. Earthscan.
- Burchi, F., & Singh, K. (2020). Women's Political Representation and Educational Attainments: A District-level Analysis in India. *Journal of South Asian Development*, 15(1), 7-33.
- Jeffrey, C., Jeffery, P., & Jeffery, R. (2008). *Degrees without freedom?: Education, masculinities, and unemployment in north India*. Stanford University Press.
- Krishnaraj, M. (2021). Women at Work: A Gender Ideology Perspective. *Social Change*, 51(3), 426-433.
- Munshi, K., & Rosenzweig, M. (2006). Traditional Institutions Meet the Modern World: Caste, Gender, and Schooling Choice in a Globalizing Economy. *The American Economic Review*, 96(4), 1225-1252.

- Pink, W. T., & Noblit, G. W. (2017). *Second International Handbook of Urban Education*. Springer.
- Robinson, K. (2018). Sex and Gender Roles, Division of Labor. In H. Callan & S. Coleman (Eds.). *The International Encyclopedia of Anthropology*. John Wiley & Sons Ltd.

Course Transaction

- The course will be transacted through interactive contact sessions, group discussions and presentations.

Assessment of Learning Outcomes

- Students will be evaluated based on their performance of students in term paper on a topic included in the course, presentation of term paper, book/article review and end-term written examination.

Extended Readings

- Aikman, S., & Unterhalter, E. (Eds.) (2005). *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*. Oxfam.
- Colclough, C. (2007). Global Gender Goals and The Construction of Equality: Conceptual Dilemmas and Policy Practice. In S. Fennell, & M. Arnot (Eds.), *Gender Education and Equality in A Global Context: Conceptual Frame Works and Policy Perspectives* (pp. 51-66). Routledge.
- Esquivel, V., & Sweetman, C. (2016). Gender and the Sustainable Development Goals. *Gender & Development*, 24(1), 1-8.
- Govinda, R. (2012). Mapping 'Gender Evaluation' in South Asia. *Indian Journal of Gender Studies*, 19(2), 187-209.
- March, C., Smyth, I. A., & Mukhopadhyay, M. (1999). *A Guide to Gender-Analysis Frameworks*. Oxfam.
- Okkolin, M. A. (2016). *Education, Gender and Development: A Capabilities Perspective*. Taylor & Francis.
- Priyam, M., Menon, K., & Banerjee, M. (2010). *Human Rights, Gender and The Environment*. Pearson Education India.
- Ramachandran, V. (2012). Evaluating Gender and Equity in Elementary Education: Reflections on Methodologies, Processes and Outcomes. *Indian Journal of Gender Studies*, 19(2), 233-258.
- Subrahmanian, R. (2006). *Mainstreaming Gender for Better Girls' Education: Policy and Institutional Issues*. United Nations Children's Fund and United Nation Girls Education Initiative (UNGI).
- Sudarshan, R. M., & Bhattacharya, S. (2009). Through the Magnifying Glass: Women's Work and Labour Force Participation in Urban Delhi. *Economic and Political Weekly*, 44(48), 59-66.

S3SEC535: ASSESSMENT OF DEVELOPMENT IN A SOCIAL CONTEXT

Introduction to the Course

The main aim of the course is to give students an opportunity to carry out a small research project to assess the levels of development around them in society. This course on assessment of development in a social context is an extension to the theoretical, conceptual and methodological understanding of development that the candidates have had so far. To recognise the different nuances of development, it becomes imperative to explore the field as evidence of existing realities that actually shape the processes of development can be best understood through practically oriented courses/activities. Concepts that students understand and learn in a classroom setting need to be combined with observation methods applied from outside the classrooms; thus this course is an extension as a practical component of the research methodology courses undertaken by the students.

The course, therefore, will help the participants put the knowledge gained in the different courses, to carry out a field / data-based project work and demonstrate the use of those techniques in practice. The data can be either primary or secondary or even both. It is expected that having had the experience of the research methodology and other related courses the students will have the basic knowledge of framing the research objectives, research questions, techniques of data collection, sampling techniques, quantitative and qualitative methods and report writing. The field assessment report should help students understand how theories of both education and development are applied in the real world.

Course Objectives

This course will prepare students to:

- Provide students with the opportunity to examine social problems and evaluate the theoretical and conceptual ideas presented in the classroom.
- Develop skills to prepare tools and use the same for collecting the information and further support the students apply the different methodologies to the information.
- Enhance the skills of the students to develop a project proposal and prepare a research project report.

Learning Outcomes

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

- Draw connections between developmental research and real-world experience.
- The course will also help develop their interpersonal and professional skills and technical competencies.
- Will be able to collect data for evaluation and perform statistical analysis.
- Acquire the ability to critically evaluate theories of cognitive development based on available evidence.
- Students will be well prepared to doing their field work and conducting a research project based on primary as well as secondary data.



Course Units

Unit 1: Identifying the Project / Research Theme

(Instructional Hours = 15)

The main aim of this unit is to identify a theme the student wants to study for the given project. The theme will be limited to the components covered in the main course work. The theme would also help shape the student's expertise in a given area within the larger context of education and development.

- Introduction to field assessments.
- Identifying a theme for the project, broadly from the courses undertaken.

Unit 2: Preparing a Project Proposal

(Instructional Hours = 15)

This unit will briefly revisit the research methodology course with an introduction to proposal writing that will include the basic structure and components of the same. After the students have identified the themes, they will be allotted a mentor to guide them with the field assessment report writing. The proposal will also be prepared under the mentor. Based on the identified methodology, tools will be prepared, data will be collected, collated, organised and interpreted.

- Introduction to proposal writing
- Developing a study design
- Identifying methodologies
- Preparing tools for field-based assessments (Qualitative/Quantitative).
- Methods and techniques of data analysis
- A proposal will be prepared under the guidance of the mentor.

Essential Readings

- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE publications.
- Flick, U. (2015). *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. Sage Publications.
- Islam, M. R., Khan, N. A., Ah, S. H. A. B., Abd Wahab, H., & Hamidi, M. B. (Eds.) (2021). *Field Guide for Research in Community Settings Tools, Methods, Challenges and Strategies*. Edward Elgar Publishing.
- Kothari, C. R (2004). *Research Methodology: Methods and Techniques*. New Age International.
- Kumar, R. (2010). *Research Methodology: A Step-by-Step Guide for Beginners*. SAGE publications.
- Mikkelsen, B (2005). *Methods for Development Work and Research: A New Guide for Practitioners*. SAGE Publications.

Course Transaction

- The course on Assessment of Development in a Social Context is a project work that the students will carry out using some imperial evidences to understand the concept of development. There will be some lecture session initially to orient them about field-based assessments. Once the theme is identified, mentors will be allotted to guide them through the project work. There will be presentations regularly to take an update on their work, and inputs from other faculty members.

Assessment of Learning Outcomes

- Each student will have to submit an independent report, duly signed by the mentor guide. A detailed presentation of the report will be made by each student. The Final Project Report, along with the viva-voce, will be assessed by the mentor guide and the examination committee.



S3SEC536: PREPARING AND PRESENTING A REPORT BASED ON THE ASSESSMENT

Introduction to the Course

This course aims to introduce and develop competence in documenting their field research. Conducting research is an inquiry-based process that involves identifying a question, gathering information, analysing and evaluating evidence, drawing conclusions, and sharing the knowledge gained through documenting/ writing it in the format of a field study report. A field study report / project report presents the researchers interpretation of meaning found in data. It is fairly extensive and gives a detailed account of the information on a particular topic. The Report helps in dissemination of findings of the study and may inform on the contemporary scenario of the concerns and may form the basis for developing new policies.

Course Objectives

This course will prepare students to:

- Provide scholars the ability to systematically observe and document/describe/record the varying aspects of field situation;
- Enhance the skills of articulating and analysing data in the context of a theoretical framework; and
- Provide skills for writing a structured, comprehensive and concise report of the research undertaken.

Learning Outcomes

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

- Comprehend, reflect and document their experience from the field;
- Develop the capacity of critically writing, data interpretation and analysis;
- Develop professional skills and technical competencies through presentation of their research work;
- Critically evaluate the research reports written in their field of study; and
- Prepare a research report for submission.

Course Units

Unit 1: Writing a Report

(Instructional Hours = 20)

This unit introduces the student to the need and relevance of presenting their research work in the form of a report. It includes discussion on the importance of research report, its characteristics and different types of report. Another major aspect of this unit is structuring of the report and to familiarise the student to the basic outline/structure of the research report. The writing style adopted may differ but the basic structure helps the student put in relevant information at the right place. The themes of this unit are:

- Relevance, characteristics and types of report
- Structuring of the research/project report
 - Beginning/ preliminary material

- Body of report
- End/supplementary material

Unit 2: Presentation of Research Report

(Instructional Hours = 10)

This unit intends to equip the student with skills required for presentation of his report to relevant audiences. Presentation of a report is an important component for evaluation in many of the courses. Presentation requires good technical integration and communication skills. The unit would focus on the skills needed to be acquired for effective presentation of a report.

Course Transaction

- This course will be transacted through teaching, discussion and group interaction with the student in the classroom. A sample report writing assignment and its discussion would be used as a template for learning the skill.

Assessment of Learning Outcomes

- The final Project Report submitted by the student will be evaluated and graded at two levels. Firstly, the Report prepared by the student would be graded by the internal supervisor and external examiner. Secondly, the evaluation of presentation of research work by the student in the seminar by the both examiners.

Essential Readings

- American Psychological Association. (2020). *APA style: Publication Manual of the American Psychological Association and the APA Style Guide to Electronic References, Seventh Edition*. APA.
- Cohen, L., Manion, L. & Morrison, K. (2017). *Research Methods in Education*. Routledge.
- Emerald Publishing. (n.d.). *How to... give a research presentation*. https://www.emeraldgrouppublishing.com/archived/research/guides/research_presentation.htm
- University of Oxford. (n.d.). *A guide to citing and referencing for students*. <https://www.cs.ox.ac.uk/files/4211/referencing.pdf>
- Social Science Research Methods Center (SSRMC). (n.d.). *Writing a Literature Review*. <https://ssrmc.wm.edu/literature-review-module/>
- The University of Adelaide. (2014). *Writing a Research Report*. <https://www.adelaide.edu.au/writingcentre/sites/default/files/docs/learningguide-writingaresearchreport.pdf>
- Thomas, D. R., & Hodges, I. D. (2010). *Writing a Research Report: Organisation and presentation*. Sage. https://www.researchgate.net/publication/323184884_Chapter_13_Writing_a_Research_Report_Organisation_and_presentation.



SEMESTER IV



S4CC510: FINANCING OF EDUCATION

Introduction to the Course

The significance of financing education for development is well entrenched in the theory of public nature of education and is gaining greater importance as the world is moving towards a global knowledge economy. Today, measures of human development are considered better indicators of welfare in contrast to economic growth in earlier times. The idea of a knowledge economy, which can provide innovative solutions to sustainable development, is clearly reflected in the new demands from education. Education that can create pathways to cost-effective development keeping in mind the natural resource constraint (creative green technologies) ensure improved health, nutrition, food self-reliance, clean water and shelter for all. Education that creates not just awareness but improves people's capabilities for the same, is what flows down the generations. Hence, it is seen that education impacts development through diverse channels that are mutually dependent in the new framework of SDGs. As such, investment in education is critical in policy discourse because it has far-reaching implications for equitable growth and inclusive development. In the light of financial and fiscal constraints, monetary limitations and competing demands, political commitments and policy designs, investments in education are becoming more and more complex with changing times.

The objective of this course is to understand costs and expenditures associated with education as well as the principles and practices of planning and management of educational financing. It focuses on resource mobilisation strategies and practices in education in general, and in India, in particular. It provides an overview of the evolution of educational financing with focus on recent strategies and innovations. On completing this course, students are expected to be able to analyse approaches, modes, trends and sources of financing of education and critically reflect upon issues related with economics and financing of education.

Course Objectives

This course will prepare students to:

- Develop an understanding of educational financing and its impact on economic growth and development of a nation.
- Gain knowledge about the basic concepts and theoretical approaches to financing of education.
- Analyse the trends and patterns of educational financing and its implications in national and global context.

Learning Outcomes

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

- Understand basic approaches and principles of educational financing;
- Analyze costs and expenditures in education;
- Critically reflect on shifts in educational finance policy, strategies, trends and patterns;
- Develop a comparative perspective of educational finance; and
- Develop interest on research in financing and alternative development perspectives.



Course Units

Unit 1: Public Financing of Education

(Instructional Hours = 15)

The significance of public financing in general with theoretical arguments would be covered in this unit for basic understanding of the learners. The rationale for the public investment on education and arguments on subsidy to education at different levels will be discussed. Various resource allocation methods and the criteria of resource allocation would facilitate the learners to understand the dynamics of resource allocation by the government. They shall also be introduced to different indicators of financing education that are used for analytical purpose. Global trends in educational financing, including the EFA goals will widen the perspective about public financing at regional, national and global levels.

- Financing of education: Principles, policies, issues and implications, welfare state approach; social good, public good and merit good argument.
- Rationale for public investment in education at different levels of education: Paradigm shift from funding of public good to global common good, education subsidy.
- Theory of allocation of resources: Inter-sectoral and intra-sectoral allocation, criteria of resource allocation.
- Indicators of financing education: Expenditure on education as a percentage of GDP & GDP per capita, Expenditure on education to total government expenditure, expenditure at different levels of education.
- Global trends in educational financing: Models of education finance, moving from input- based to performance-based funding.

Essential Readings

- Carnoy, M., Froumin, I., Loyalka, P. K., & Tilak, J. B. (2014). The concept of public goods, the state, and higher education finance: a view from the BRICs. *Higher Education*, 68(3), 359-378.
- Chattopadhyay, S. (2012). *Education and economics: Disciplinary evolution and policy discourse*. Oxford University Press.
- Johnes, G., & Johnes, J. (Eds.) (2004). *International Handbook on the Economics of Education*. Edward Elgar.
- Khare, M. (Forthcoming). Investing in Education - the common good: Shifting or Drifting Paradigms. In G. A. Postiglione, C. J. Johnstone & W. R. Teter (Eds.), *Handbook of Education Policy*. Edward Elgar Publishing.
- Marginson, S. (2017). Global trends in higher education financing: The United Kingdom. *International Journal of Educational Development*, 58, 26-36.
- Musgrave, R. A., & Musgrave, P. B. (1989). *Public Finance in Theory & Practice*. McGraw-Hill Book Company.

Unit 2: Market Mechanisms and Private Financing of Education (Instructional Hours = 15)

The gradual shift and the process of transition from public financing to private financing of education with the advent of market mechanisms in the education sphere led to rising concerns on widening socio-economic gaps. The structural adjustment policy and the neo-liberal principle not only influenced the global perspective on educational financing but also have had a differential impact on the process of education

development. The costs of education and theoretical arguments on rates of return assume importance in order to unravel these arguments. As such, this unit would focus on private financing of education and its implications for developing societies in particular.

- Costs of education and cost-benefit analysis
- Rate of return approach; social and private rate of return
- Private financing: Arguments on efficiency and accountability
- Structural adjustment policy and neo-liberalism

Essential Readings

- Carnoy, M. (1995). Structural Adjustment and the Changing Face of Education. *International Labour Review*, 134(6), 653-73.
- McMahon, W. W. (2006). Education Finance Policy: Financing the Non-market and Social Benefits. *Journal of Education Finance*, 32(2), 264-84.
- Psacharopoulos, G. (1987). *Economics of Education: Research and Studies*. Pergamon Press.
- Varghese, N. V. (2013). Private Higher Education: The Global Surge and Indian Concerns. In IDFC Foundation (Ed.), *India Infrastructure Report 2012: Private Sector in Education* (pp. 145-156). Routledge.
- Varghese, N. V., & Panigrahi, J. (2022). *India Higher Education Report 2021: Private Higher Education*. Routledge.

Unit 3: Alternative Sources of Educational Financing

(Instructional Hours = 15)

With an expanding and diversifying education sector, coupled with global shift towards marketisation, several traditional modes of financing education started giving way to new modes. A constrained government exchequer in several countries forced governments and institutions to explore alternative and innovative sources of funding education. Financing the alternatives are experienced in institutional financing, student-based financing and several other innovative instruments. External financing of education through foreign aid is also an important source to augment domestic resources. This unit provides an insight into traditional, modern and incoming methods and their implications.

- Traditional sources: Donations or philanthropic contributions, community participation
- Institutional financing; resource mobilisation: cost saving measures, cost sharing measures and income generating strategies
- Student based financing of education; student fees, student loans, human capital contract, graduate tax, vouchers
- External financing of education; external / foreign aid
- Innovations in education financing: PPP, CSR funds, education cess, equalisation grants, fee reimbursement scheme.
- Targeted funding of education gender budgeting, child budgeting, tribal sub-plan

Essential Readings

- Barr, N. (2003). *Financing higher education: Comparing the options*. London School of Economics.
- Cheng, I. H., & Chan, S. J. (2015). *International Education Aid in Developing Asia-Policies and Practices*. Springer.

- Khare, M. (2015). Education aid and international cooperation in India: Shifting dynamics, increasing collaboration. In I. Cheng & S. Chan (Eds.), *International Education Aid in Developing Asia: Policies and Practices* (pp. 157-195). Springer.
- Varghese, N. V. (2010). Higher education aid: Setting priorities and improving effectiveness. *Journal of International Cooperation in Education*, 13(2), 173-187.

Unit 4: Educational Financing in India

(Instructional Hours = 15)

This unit deals with India's experience with educational financing in the past and present. The contribution of education policies and planning has been instrumental in shaping the direction of educational financing in India. How the federal structure of governance leads to a decentralised model of financing in the country and its related complications form part of discussion in this unit. The trends and patterns of financing of school education and higher education, the growing incidence of market-oriented privatisation of public funding in Indian education sector will be taken up for deliberations. The pros and cons of these trends, serious concerns and challenges in the light of the NEP 2020 will help the learners critically reflect on India's past dynamics in funding education and create a vision for future needs.

- Fiscal Federalism in educational financing: Centre-State Financial Relations, Role of Finance Commission – Horizontal and Vertical Imbalances.
- Education Financing under Five Year Plans.
- Trends and Patterns of Financing of School Education in India.
- Trends and Patterns of Financing of Higher Education in India, RUSA Funding, HEFA Loans
- India's Education Policies, Committees and Commissions on Education Financing

Essential Readings

- Chattopadhyay, S. (2007). Exploring alternative sources of financing higher education. *Economic and Political Weekly*, 42(42), 4251-4259.
- Khare, M. (2021). Financial Implications of National Education Policy-2020: Call for collective responsibility towards investing in the 'common good'. *University News*, 59, 15.
- Khare, M., & Dubey, S. (2021). India's NEP 2020 Goal of 6% GDP on Education: Alternate Scenarios for Post-Covid-19 Pandemic. *Aarthika Charche*, 6(2), 25-37.
- Tilak, J. B., & Varghese, N. V. (1991). Financing Higher Education in India. *Higher Education*, 21(1), 83-101.
- Tilak, J. B. G. (2018). *Education and Development in India: Critical Issues in Public Policy and Development*. Palgrave Macmillan.
- Varghese, N. V., & Panigrahi, J. (Eds.) (2019). *India Higher Education Report 2018: Financing of Higher Education*. SAGE Publications India.

Course Transaction

- The course will be transacted through lecture-cum-discussion, practical exercises and case analysis. The course work would encourage the students to engage in reflective discussions, critical thinking, self-reading and supervised study. The budget documents of central and state governments for the study will be accessible to students.

Assessment of Learning Outcomes

- The course work will be assessed based on multiple sources, criteria and techniques of assessment. The evaluation will involve assignments, practical exercises, and field-based activity/project work.

Additional Readings

- Aggarwal, J. C. (1995). *Educational Planning, Budgeting and Financing in India: Theory and Practice (world Overview)*. Arya Book Depot.
- Bose, S., Ghosh, P., & Sardana, A. (2020). Financing the Right to Education: Role of Fifteenth Finance Commission. *Economic & Political Weekly*, 55(37), 44-52.
- Cheng, I. H., & Chan, S. J. (Eds.) (2015). *International education aid in developing Asia: Policies and Practices*. Springer.
- Creedy, J. (1995). *The Economics of Higher Education: An Analysis of Taxes versus Fees*. Edward Elgar.
- Gupta, M., & Sarma, A. (2022). The Role of Finance Commissions in Inter-governmental Fiscal Management. *Economic & Political Weekly*, 57(6), 43.
- Hanushek, E. A., & Woessmann, L. (2015). *The knowledge capital of nations: Education and the economics of growth*. MIT press.
- Khare, M. (2020). Need and Rationale for Gender Budgeting in Higher Education in India. *Aarthika Charche*, 5(1), 15-36.
- Khare, M., Kannabiran, G., Sharma, S. K., & Dubey, S. (2022). Paradigm shift in measuring productivity in higher education: Case of select Indian technical education institutions. In G. Croucher, C. Wang & J. Yang (Eds.), *The Performance of Asian Higher Education: Understanding Productivity Across Institutions and Systems* (pp. 79-99). Routledge.
- Kundu, P. (2018). *Budgeting for school education: What has changed and what has not?: Analysis of six states in the 14th Finance Commission recommendation period*. Centre for Budget and Governance Accountability & Child Rights and You.
- Riddell, R. C. (2007). *Does foreign aid really work?*. Oxford University Press.



S4CC511: TECHNOLOGY AND EDUCATION

Introduction to the Course

Considering that technology can complement, enrich and transform education for the better, this course aims to give the students an understanding of technology and its potential to change social and educational contexts. This course further envisions preparing the students to update themselves with emerging technologies, explore and access useful digital tools and apps, utilise pedagogical practices involving technology, and develop competencies to use technology for professional and social development. This course also focuses on equipping students with recent advances in the field and its potential uses in educational settings. An essential aspect of this course is giving students a sense of responsibility that comes with technological advancements. This course aims to help students understand that their roles and responsibilities as sustainable users of technology in education are not disconnected from their broader social roles. The course also strives to prepare students to use their skills in real-life situations and for their future occupations and social life. The ultimate aim of this course is to prepare students for making informed use of technology to promote accessibility, equity, and quality in education.

Course Objectives

This course will prepare students to:

- Describe the nature and scope of technology and various forms of technology.
- Explain the fundamental beliefs and arguments that govern the use of technology in education.
- Analyse significant initiatives and debates about technology in education in the past and present.
- Develop the ability for critical appraisal of the technology in education, including design of online and blended learning environments and development of e-courseware.

Learning Outcomes

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

- Evaluate various artifacts, situations, or outcomes advocating the use of technology in education.
- Plan face-to-face, online as well as blended learning environments.
- Plan, design, and develop need-based instructional designs and design and develop e-courseware and activities for various educational purposes.
- Undertake research in the field of educational technology and eLearning.
- Initiate discussions and debates about new horizons in education technology.

Course Units

Unit 1: Technology in Education

(Instructional Hours = 15)

Technology is the application of scientific knowledge to the practical aims of human life or, as it is sometimes phrased, to the change and manipulation of the human environment (Britannica Encyclopedia, 2022). As technology, theoretical and practical knowledge, skills, and artifacts are used to develop products and services

and their production and delivery systems. Since the advent of the education system, technology has been an integral part of education processes and practices. This is true that the majority of the technology has not been evolved for education but is used substantially. The pretext of using technology is that it will help access, equity, and quality in education. But the path of using technology was not as it still faces resistance, and there are many concerns and observations regarding its use. This unit traces the history of using technology in education and also delves into social and psychological orientations of using technology in education. The unit also helps students learn about the digital revolution in India and its implications for education.

- Technology: Meaning, nature, types (traditional, print, audio, video)
- Social, psychological, and economic orientations of employing technology in education
- The digital revolution in India, and technology in education policies in India and other countries
- Technological education initiatives in India in the 20th century (SITE, Countrywide Classroom, Edusat, Gyandarshan, Gyanvani)

Essential Readings

- Bansal, C., & Misra, P. K. (2018). Implications of Korean Experiences of ICT in Education in Indian Context: A Viewpoint. *i-manager's Journal of Educational Technology*, 14(4), 61-70.
- Grüber, A. (2000). *Chapter 2 - Technology: Concepts and definitions synopsis*. <https://user.iiasa.ac.at/~gruebler/Lectures/Leoben00-01/ch2%20from%20book.pdf>
- OECD (2015), *Students, computers and learning: Making the connection*, PISA. OECD Publishing.
- The World Bank. (2019). *ICT and education policies*. <https://www.worldbank.org/en/topic/edutech/brief/ict-education-policies>
- US Department of Education. (2017). *Reimagining the role of technology in education: 2017 national education technology plan update*. <https://tech.ed.gov/files/2017/01/NETP17.pdf>

Unit 2: Digital Technology for Education

(Instructional Hours = 12)

In the first two decades of the 21st century, technology for education moved from traditional to digital technologies. Digital technologies are electronic tools, systems, devices, and resources that generate, store, or process data (Victoria State Government, 2022). Now-a-days, educational institutions use digital technologies to support teaching and the effective day-to-day management of educational institutions. The hardware (such as tablets, laptops, or other digital devices), digital resources, and software support teaching in meeting specific learning needs. Besides, learning management information systems, information sharing platforms, and communication tools help in the daily running of education institutions. Realising this need, the Government of India has also taken various initiatives regarding the promotion of digital technology in education. On one side, digital technology is expected to promote access, equity, and quality in education. On another side, various issues and concerns related to its use in education exist. This unit discusses the shift of technology to digital technology in education from a holistic perspective.

- Digital technology: Meaning, nature, types
- Social, ethical, and legal aspects of digital technology
- Digital technology and millennials
- Digital technology for access, equity, and quality in education
- Digital technology for education: Policies and initiatives in India



Essential Readings

- Marolla, C. (2019). *Information and communication technology for sustainable development*. Taylor & Francis.
- UNESCO. (2018). *UNESCO ICT competency framework for teachers*. <https://unesdoc.unesco.org/ark:/48223/pf0000265721>
- Varghese, N.V., & Mandal, S. (2020). *Teaching-learning and new technologies in higher education*. Springer.

Unit 3: Technology and Educational Modalities

(Instructional Hours = 18)

The use of technology is increasing in all aspects of life, including education. But unlike all other fields, using technology in education requires a specific skill set. The reason is that instead of all other sectors, where technology is mainly issued for personal benefits or gains, technology is driven by helping the students have educational gains. Therefore, anyone involved in any educational process needs to understand the modalities of using technology in education before applying it in practice. Another thing that holds significance in the use of technology is a means, and its effectiveness mainly depends on its use. Therefore, regarding the use of technology in education, it becomes vital to know which technology to use for which purpose and how to use it effectively and efficiently. Accordingly, this unit details several technologies practiced across the education sector, discusses the modalities, and specifies using these technologies in real educational situations.

- Digital Learning Management Systems - CMS, LMS
- Instructional design for learning: Cybernylist
- Blended and flipped models of learning
- M-Learning
- Technology for educational assessment/e-assessment
- Social technologies and networks for learning

Essential Readings

- Information Resources Management Association (IRMA) (2017). *Blended learning: Concepts, methodologies, tools, and applications*. IGI Global.

Unit 4: New Horizons in Education Technology

(Instructional Hours = 15)

Education technology (EdTech) refers to using technology to support teaching and the day-to-day management of educational institutions. It includes using hardware (such as tablets, laptops, or other digital devices), digital resources, software, and services to meet specific educational needs. Education technology also helps in running education institutions effectively and efficiently. Education technology keeps evolving and emerging. The reason behind the ever emergence of education technology is that the use of technology in education is treated to education needs and demands. Any change in these needs and demands motivates the technology developers to develop a new technology or upgrade the existing one. One such example is the rise and update of online meeting platforms during Covid times. This unit discusses new horizons in education technology and their potential implications and impact.

- Massive Open Online Courses Platforms
- Artificial intelligence in education
- Augmented reality, machine learning and internet of things in education
- Assistive technologies
- Technology for education governance

Essential Readings

- Misra, P. K. (2018). MOOCs for teacher professional development: Reflections, and suggested actions. *Open Praxis*, 10(1), 67-77.
- OECD. (2019). *Artificial intelligence in society*. OECD Publishing.
- Stanford Encyclopedia of Philosophy. (2020). *Artificial intelligence*. <https://plato.stanford.edu/entries/artificial-intelligence/>
- UNICEF-WHO. (2015). *Assistive technology for children with disabilities: Creating opportunities for education, inclusion and participation a discussion paper*. <https://www.unicef.org/disabilities/files/Assistive-Tech-Web.pdf>
- Zhadko, O. & Co, S. (2020). *Best practices in designing courses with open educational resources*. Routledge.

Course Transaction

- Through hands-on experiences related to technology in teaching, learning and evaluation.
- By offering opportunities to learn in synchronous and asynchronous settings.

Assessment of Learning Outcomes

- Essays, tests, exams, assignments, and different assessment tasks
- Development and presentation of an e-portfolio
- Development of an online assessment
- Curating and adapting an OER
- Designing a MOOC architecture

Extended Readings

- Akçayır, M., & Akçayır, G. (2017). Advantages and challenges associated with augmented reality for education: A systematic review of the literature. *Educational Research Review*, 20, 1–11.
- Ascione, L. (2018, July 17). Virtual reality could help students remember better, new research says. *eSchool News*. <https://www.eschoolnews.com/2018/07/17/virtual-reality-research-remember/>.
- Baker, T., Smith, L., & Anissa, N. (2019). *Educ-AI-tion rebooted? Exploring the future of artificial intelligence in schools and colleges*. Nesta. <https://www.nesta.org.uk/report/education-rebooted/>
- Butcher, N. (2014). *Technologies in higher education: Mapping the terrain*. UNESCO Institute for Information Technologies in Education. https://www.icde.org/s/Foresigh_in_ICT_in_HE_Background_Document-8ty6.pdf
- Castaño-Muñoz, J., Punie, Y., & Inamorato dos Santos, A. (2016). *MOOCs in Europe: Evidence from pilot surveys with universities and MOOC learners*. JRC, European Commission. https://ec.europa.eu/jrc/sites/jrcsh/files/JRC_brief_MOOCs_JRC101956.pdf
- European Commission. (2010). *Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions - A Digital Agenda for Europe*. European Commission. [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52010DC0245R\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52010DC0245R(01)&from=EN)
- Porter, D., & Beale, R. (2015). *A policy brief on MOOCs*. Commonwealth of Learning (COL). <http://oasis.col.org/bitstream/handle/11599/825/Policy%20Brief%20on%20MOOCs%20May%2025%20HQ%20print.pdf?sequence=1&isAllowed=y>



S4CC512: COMPARATIVE AND INTERNATIONAL EDUCATION

Introduction to the Course

Comparative and International Education focuses on the understanding of the aspects that shape the development and trajectories of the educational system from global and local perspectives. Comparative and International Education as a growing field of inquiry is concerned with the academic study of a wide range of key educational issues and themes across a range of cultures, countries and regions. Comparative education relies on experiences, expertise, data, and criticism derived from multiple contexts and diverse levels to generate insights, facilitate understanding, and explain change. Comparative education is naturally concerned with cross-national analyses, and the field encourages its participants to be outward looking. The exponential growth in international comparative research is greatly influenced by the globalisation and cultural dimensions of education. The Comparative and International Education course would promote ideas about how best to conduct research and learn about theory, epistemology and methodology. It would deliberate concepts, major debates, theories and movements in comparative and international education.

Course Objectives

This course will prepare students to:

- Understand the global educational scenario and associated debates in a contextual framework.
- Understand the deepening issues of education in various countries through comparative analysis.
- Explain educational systems, processes, or outcomes; factors influencing the educational development in various countries.

Learning Outcomes

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

- Develop an in-depth understanding of concepts, frameworks deriving from central theories, paradigms and approaches that have influenced the field of comparative and international education.
- Demonstrate awareness and understanding of the education system from cultural, social, geographic, political, and economic points of view.
- Demonstrate the ability to contemplate and respond to national and international issues relating to education systems in their societal contexts at macro, and/or micro levels.
- Examine the nature of governance, funding and policy choices on education system.
- Compare and contrast educational systems, demonstrating an understanding of the role of international organisations, policies, and international assessment practices.

Course Units

Unit 1: Theoretical and Historical Development of Comparative and International Education (Instructional Hours = 15)

This unit shall provide a basic context of the theoretical and historical trajectory and underpinning of comparative and international education. It shall also explore various methods, lenses and approaches adopted during the study of comparative and international education. For its entire history, “lessons” from the education of other countries (or systems or institutions), in terms of best ideas, policies and practices, have been a major source of inspiration for conducting comparative studies of education. During the nineteenth century, comparative education developed along several clearly defined lines. In the first place, the growing consciousness of the need for educational reform was responsible, to some extent at least, for the quest for information regarding education in various countries. These developments were contextual in nature and therefore, the comparison of the educational systems of several countries lends itself to a variety of methods of treatment, depending somewhat on its purpose. The comparison of the educational systems of several countries lends itself to a variety of methods of treatment, depending somewhat on its purpose. Much effort has been expended on discussion of appropriate methods in comparative education.

- Concept of comparative and international education from interdisciplinary perspectives
- Tracing the historical evolution of the comparative and international education and their approaches
- Marking the points of theoretical convergence, departures and paradigm shift in the theoretical framework of comparative education

Essential Readings

- Brickman, W. W. (1960). A historical introduction to comparative education. *Comparative Education Review*, 3(3), 6-13.
- Manzon, M. (2020). Towards a comparative history of comparative education: A personal journey. *Comparative Education Review*, 56(1), 96-110.
- Psacharopoulos, G. (1990). Comparative Education: From Theory to Practice, or Are You A:\neo.* or B:*. Ist ?. *Comparative Education Review*, 34(3), 369-380.

Unit 2: Internationalisation of Education (Instructional Hours = 15)

The process of globalisation has had a profound impact on education systems around the world leading to several inter-related developments. First and foremost, globalisation has paved the way for an increased space for the market in the delivery of education. Simultaneously, owing to various push and pull factors, including massification of education, national level structural adjustments have taken place within countries leading to the retreat of the state as the sole provider of public goods (in this case, education). Alongside, globalisation has also led to an emphasis on knowledge-based economy, which, in essence, puts the spotlight on the importance of imparting quality education that serves the globalised economy. By extension, there has been an increased emphasis on education systems to contribute to the generation of qualitative human resources or ‘human capital’. These considerations have, in turn, impacted on how various stakeholders, including governments, educational institutions, internationalisation of education (both school and higher



education) takes place at home or abroad. Although internationalisation at the school level is visible, for e.g., establishment of international schools and cross-border mobility of school students. Internationalisation has taken off more as a higher education phenomenon, as evident in the preceding definition as well. In this light, several measures have been put in place at various levels to harmonise educational systems, promote the four types of mobility (for e.g. through the GATS), achieve equivalence of degrees at the higher education level (for e.. the Bologna process), promote mutual recognition of academic qualifications, enhance quality assurance mechanisms, facilitate international transfer of academic credits, streamline visa processes to smoothen mobility of students and faculty, etc. Challenges to internationalization of education and challenges from internationalisation (for e.g. brain drain, emphasis on ranking, etc.) remain and efforts are ongoing to understand and overcome them.

- Impact of globalisation as a contributing factor in accentuating the international and comparative practices in education
- Analysing the emerging trends of internationalisation of education sector including both school and higher education
- Analysing cross-border mobility through education, role of GATS and challenges of internationalisation.

Essential Readings

- De Wit, H., & Altbach, P. G. (2021). Internationalization in higher education: Global trends and recommendations for its future. *Policy Reviews in Higher Education*, 5(1), 28-46.
- Tilak, J. B. G. (2011). *Trade in higher education: The role of the General Agreement on Trade in Services (GATS)*. UNESCO.
- Varghese, N. V. (2020). Internationalisation and cross-border mobility in Indian higher education. *International Journal of African Higher Education*, 7(2), 123-139.

Unit 3: Comparing and Contrasting Education System and Policies(Instructional Hours = 15)

There are stark overall differences between the average levels of education between the developing and developed countries - a comparison which uses the UN definition of “developed” countries as, USA, UK, Japan and Australia. The reason for such advances in the educational domain in these countries are manifold; ranging from equal opportunity and affirmative action in the public sector, promulgation of official multiculturalism and protection of the minorities, especially girls, aborigines, rural children, migrant children and the physically and mentally handicapped, infrastructural and logistical resources were made available through quick decision making and implementation process, etc. The developing countries, through their developmental initiatives and contributions from international organisations, have been attempting to mitigate the gaps in the educational systems. This unit helps students understand the significance of international comparisons and agreements in education. These areas will be explored through the following strands:

- Understanding various educational systems through contextual analysis.
- Analysis of the education system of developed countries: USA, UK, Japan, Australia.
- Analysis of various policy documents of OECD, UNESCO, PISA, etc.
- Global Rankings of Universities: Performance measurement of universities in different countries and the differences in the methodologies adopted by Quacquarelli Symonds (QS), Times Higher Education (THE) and Academic Ranking of World Universities (ARWU).

- Mutual Recognition of Academic Qualifications: Existing frameworks for mutual recognition at the global level and the role of UNESCO's 2019 Global Convention on the Recognition of Qualifications concerning Higher Education.
- International Student Assessment: OECD Programme for International Student Assessment (PISA) and its impact on governance and policy process in participating countries.

Essential Readings

- Johnson, D. (2006). Comparing the trajectories of educational change and policy transfer in developing countries. *Oxford Review of Education*, 32(5), 679-696.
- Marginson, S., & Van der Wende, M. (2007). To rank or to be ranked: The impact of global rankings in higher education. *Journal of studies in international education*, 11(3-4), 306-329.
- Morgan, C. (2007). *OECD programme for international student assessment: Unraveling a knowledge network*. Doctoral dissertation. Carleton University.

Unit 4: Global Issues and Initiatives in Education

(Instructional Hours =15)

The central questions and issues plaguing the world area are common to the global scenario. The crisis of learning, discrimination, inequality, severe lack of teachers, infrastructure, effective policy implementation, etc. are afflicting the educational developments of each country, in a specific manner, and global learning, in general manner. The unit will deal with the challenges, issues and emerging trends and initiatives in comparative and international education in a holistic manner. Global issues of education form an integral part of the agendas of many governments as well as institutions. A number of international actors and organisations such as UNESCO, play a facilitating role in addressing the issues and in bringing forth new initiatives to foster the cause of education. Regulatory mechanisms at the national, regional and global levels are imperative in order to cater to the challenges.

- Major issues and challenges in the global context by establishing commonality and differences
- Critical role of international bodies in education reforms
- Interplay between international and national policy dialogues and initiatives
- Analyses the impact of the strategies of international organisations in the domain of education

Essential Readings

- Matesanz, R., Coll, E., Dominguez-Gil, B., Mahillo, B., Escobar, E. M., & Garrido, G. (2009). Global education initiatives. *Transplantation*, 88(6S), 43-46..
- Torres, C. A. (2001). Globalization and comparative education in the world system. *Comparative Education Review*, 45(4), 3-10.
- Wiseman, A. W., & Taylor, C. S. (Eds.). (2017). *The impact of the OECD on education worldwide*. Emerald Group Publishing.

Course Transaction

- Students 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. Students 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.



Assessment Methods

- Two assignments, each of about 8-10 pages (5000 words), will be assigned to students, 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.

Extended Readings

- Carnoy, M. (2006). Rethinking the comparative - and the international. *Comparative Education Review*, 50(4), 551-570.
- Hans, N. (2012). *Comparative education: A study of educational factors and traditions*. Routledge.
- Marginson, S., & Mollis, M. (1999). Comparing national education systems in the global era. *Australian Universities Review*, 42(2), 53-63.
- Manzoni, M. (2018). Origins and traditions in comparative education: challenging some assumptions. *Comparative Education*, 54(1), 1-9.
- Manzoni, M. (2011). *Comparative education: The construction of a field* (Vol. 29). Springer Science & Business Media.
- Métais, J. L. (2001). Approaches to comparing education systems. In K. Watson (Ed.), *Doing Comparative Education Research. Issues and Problems* (pp.197-209). Symposium books.
- Powell, J. J. (2020). Comparative education in an age of competition and collaboration. *Comparative Education*, 56(1), 57-78.
- Schweisfurth, M., Thomas, M. A., & Smail, A. (2022). Revisiting comparative pedagogy: methodologies, themes and research communities since 2000. *Compare: A Journal of Comparative and International Education*, 52(4), 560-580.
- UNESCO. (2021). *Reimagining our futures together: a new social contract for education*. UN. <https://en.unesco.org/futuresofeducation/>
- Verger, A., Altinyelken, H. K., & Novelli, M. (Eds.). (2018). *Global education policy and international development: New agendas, issues and policies*. Bloomsbury Publishing.
- Zajda, J., & Rust, V. (2021). *Globalisation and Comparative Education: Changing Paradigms* (Vol. 24). Springer Nature.

S4EC527: ADVANCED STATISTICAL TECHNIQUES IN SOCIAL SCIENCES

Introduction to the Course

This is an advanced course in quantitative research techniques intended for students who have already had some training in quantitative methods for data analysis. This course aims to equip the students with the necessary knowledge and skills required for using the advanced quantitative techniques in data analysis. The course is designed to help the students get a practical exposure to the software available for statistical analysis. The course shall present a number of advanced quantitative techniques and their use in problems in the social sciences. The overall aim is that the student reaches an understanding of the use of these techniques, and the interpretation and presentation of the results in a scholarly context. Apart from knowledge of the actual analysis techniques and their management in statistical programmes, the course also seeks to convey a better understanding of their use in the social sciences. The broad aspects of the course include:

- Statistical Analysis - Organising and cleaning data, screening data, computing/transforming variables, knowing which statistical test to use, conducting the statistical test, interpreting the output, understanding the results.
- Writing about Quantitative Results - Determining which results to present and how, presenting results in text, presenting results in tables and formatting tables.

Course Objectives

This course will prepare students to:

- Create awareness about various statistical software
- Develop knowledge and understanding of advanced quantitative techniques
- Develop skills for dealing with different types of problems that require the use of advanced quantitative methods in addition to regression analysis

Learning Outcomes

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

- Demonstrate specialised knowledge and understanding of advanced quantitative techniques
- Describe the use of advanced quantitative methods for different types of studies in social science
- Perform different types of regression analysis and deal with different types of problems that require the use of advanced quantitative methods in addition to regression analysis
- Autonomously determine the method of analysis on the basis of advanced research problems
- Reflect on the opportunities and limitations of different quantitative methods and their application to problems in the social sciences



Course Units

Unit 1: Introduction to Statistical Software

(Instructional Hours = 15)

Statistical software are specific programmes intended to perform complex statistical analysis and these are the tools that contribute in the organisation, interpretation, and presentation of selected data sets to provide science-based insights into patterns and trends. Such software allows students/researchers to produce accurate numeric results and visual presentation of data in their research work if they input all data correctly. With this intention, this unit will specially focus on familiarising the students with following statistical software:

- Hands-on experience of Excel, PSPP/JAWS, EViews, Stata, R, GraphPad with real time database.

Essential Readings

- Griffiths, W. E., Hill, R. C., & Lim, G. C. (2011). *Using EViews for principles of econometrics*. John Wiley & Sons.
- Gujarati, D. N. (2006). *Essentials of Econometrics*. McGraw-Hill.
- Hamilton, L. C. (2012). *Statistics with Stata: version 12*. Cengage Learning.
- Kabacoff, R. I. (2015). *R in action: Data analysis and graphics with R*. Manning Publications.

Unit 2: Regression

(Instructional Hours = 15)

This unit will focus on an in-depth course of study in regression models and associated data analyses. With the help of this unit, students would be able to learn advanced regression topics, including regression diagnostics and simultaneous inferences. Overview of Multiple and Logistic Regression models with its application will also be discussed in this unit.

- Linear Regression - SLR model, parameter interpretation, method of least squares, normal error model, point estimation, prediction, analysis of variance (ANOVA); correlation and R^2 , fitted values and residual diagnostics, outliers, heterogeneous variance, lack of fit, nonlinearity, transformations, simultaneous inferences.
- Multiple Regression - MLR model, matrix formulation, parameter interpretation, normal error model, point-wise & simultaneous inferences, prediction, regression diagnostics, R^2 ; extra sums of squares.
- Logistic Regression - Regression with binary and proportion data, hypothesis tests, confidence intervals, diagnostics, generalised linear models.

Essential Readings

- Draper, N. R., & Smith, H. (1998). *Applied regression analysis*. John Wiley & Sons.
- Kutner, M. H., Nachtsheim, C. J., Neter, J., & Wasserman, W. (2004). *Applied linear regression models* (Vol. 4). McGraw-Hill/Irwin.
- Menard, S. (2002). *Applied logistic regression analysis*. Sage.
- Menard, S. (2011). *Applied Logistic Regression Analysis*. Sage.
- Montgomery, D. C., Peck, E. A., & Vining, G. G. (2006). *Introduction to linear regression analysis*. Wiley.
- Osborne, J. W. (2016). *Regression & linear modeling: Best practices and modern methods*. Sage Publications.

Unit 3: Impact Evaluation Methods

(Instructional Hours = 15)

This unit will introduce the students with a comprehensive overview of methods for quantifying the causal impacts of social and education programmes in both the government and non-government sectors. The unit includes field experiments, time-series design and matching methods to help students gain an understanding and practical orientation in the area of impact evaluation.

- Concepts and Theory of Impact Evaluation Methods
- Randomised Control Trials or Field Experiments - Before and After and Interrupted; Time-series Designs - Difference-in-Difference Method; Matching Methods - Propensity Score Matching, Instrumental Variables

Essential Readings

- Fives, A., Russell, D., Kearns, N., Lyons, R., Eaton, P., Canavan, J., & O'Brien, A. (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.
- Khandker, S. R., Koolwal, G. B., & Samad, H. A. (2009). *Handbook on impact evaluation: Quantitative methods and practices*. World Bank Publications.
- Spillane, J. P., Pareja, A. S., Dorner, L., Barnes, C., May, H., Huff, J., & Camburn, E. (2010). Mixing methods in randomized controlled trials (RCTs): Validation, contextualization, triangulation, and control. *Educational Assessment, Evaluation and Accountability*, 22(1), 5-28.
- White, H., Sabarwal, S., & De Hoop, T. (2014). *Randomized Controlled Trials (RCTs)*. Methodological Briefs -Impact Evaluation No. 7. UNICEF Office of Research.

Unit 4: Multivariate Analysis

(Instructional Hours = 15)

This unit helps students understand the overview of Principal Components Analysis (PCA). This unit will also focus on the principal axis form of exploratory Factor Analysis (FA) and its relationship to PCA that will include a discussion of computation of factor scores as well as factor loadings, as well as various approaches to estimation of “communalities”. These areas will be explored through the following strands:

- Principal Component Analysis
- Exploratory Factor Analysis
- Structural Equations Models

Essential Readings

- Bollen, K. A. (1989). *Structural equations with latent variables* (Vol. 210). John Wiley & Sons.
- Brown, T. A. (2015). *Confirmatory factor analysis for applied research*. Guilford publications.
- Carroll, J. D., & Green, P. E. (1997). *Mathematical Tools for Applied Multivariate Analysis*. Academic Press.
- Morrison, F. D. (1990). *Multivariate statistical methods*. McGraw-Hill.



Course Transaction

- The course will be transacted through interactive contact sessions, group discussions, presentations and hands-on practice sessions.

Assessment Methods

- The assessment methods for the course include practical exercises, term paper, project/seminar presentations, mid-term and end-term written examination.

Extended Readings

- Creswell, J. W., & Creswell, J. D. (2012). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- González-Rivera, G. (2016). *Forecasting for economics and business*. Routledge.
- Maiti, M. (2021). *Applied Financial Econometric: Theory, Method and Applications*. Palgrave Macmillan.
- Peck, R., Olsen, C., & Devore, J. L. (2001). *Introduction to statistics and data analysis*. Thompson Learning.
- Studenmund, A. H. (2011). *Using Econometrics: A Practical Guide*. Pearson.

S4EC528: REFORMS IN EDUCATION

Introduction to the Course

The course is designed on the premise that scholars have gained substantial knowledge on foundations of education, perspectives on development, theories of development, policy and planning in education and basics of social science research in the previous courses. Building on the knowledge gained through core courses, this course is visualised as theoretical, met analytical and application based to facilitate scholars in understanding the discourses on reforms in education alongside development in education. This course covers chronology and key determinants of reforms from school to higher education in national and international contexts. The course intends to help the students draw learnings from historical evolution of change reforms, analyse the enablers and impediments to reforms in the educational environment and envision reforms in the education sector through the lens of future national and global developments.

Course Objectives

This course will prepare students to:

- Understand and delineate the reforms in development of the education system in the global and national contexts.
- Develop the ability to conceptualise reform, reform process, transition and draw inferences on the significant educational reforms in the evolution of the Indian education system.
- Enable envisioning of future developments in the education system and reimagine reforms required to address issues concerning equity, inclusiveness and quality in the next generation educational institutions.

Learning Outcomes

On completing the course, the students will be:

- Comprehend, reflect and discuss the complexities of educational reforms in the education system.
- Draw learning/lessons from national and international plans and practices and relate to contemporary reforms with future challenges.
- Systematically and strategically examine education, development and interface with reforms in education.
- Redefine educational reforms in the contemporary and future scenario.
- Evaluate educational reforms across the stages of the education system.

Course Units

Unit 1: Theories on Reforms in the Context of Education and Development

(Instructional Hours = 10)

The unit develops a holistic understanding of changes and reforms in education through various studies undertaken both at the national and international scenarios. It begins with an understanding the need



and meaning of reforms and its key determinants. Further the unit elaborates on theories of change and its application in education; provides knowledge about how change occurs in the education system within the context of globalisation; evaluates educational reforms and analyses the influence and constraints to democratisation of education; the political economy as a product of contestation between competing political, social and economic elements; governance in the context of political economy, and the structural and institutional drivers for change in education priorities and policies, to improve education systems. The students will be oriented to critically analyse the important reforms in different regions and countries, implications of each, and build a perspective in the context of educational change, reforms and development in Indian contexts.

Theoretical Underpinnings of Change and Reforms in Education

- Theory of change, change theory, political economy and new public management theory
- Impact of globalisation on educational policy and reforms (Globalisation and competition driven reforms; Globalisation and finance driven reforms; market force driven reforms; equity driven reforms)
- Globalisation and democratisation: the Indian education context
- Neoliberalism in educational policy reforms

Building a Perspective on Reforms in Education: Need, Nature, Trends and Patterns of Change in Global and Indian Context

- Impact of western colonisation and World War-II on education reforms
- Reforms in formal education in the late 19th and 20th centuries
- Role of the state in educational reforms
- Emerging of alternative education systems
- Comparative analysis of globalisation on educational systems across the world

Essential Readings

- Cerna, C. (2013). *The Nature of Policy Change and Implementation: A Review of Different Theoretical Approaches*. OECD Publishing.
- McLaughlin, C., & Ruby, A. (Eds.). (2021). *Implementing educational reform: Cases and Challenges*. Cambridge University Press. <https://doi.org/10.1017/9781108864800>
- Patnaik, P. (2013). On the Political Economy of Educational 'Reforms'. *Social Scientist*, 41(7/8), 93-100.
- Tolofari, S. (2005). New Public Management and Education. *Policy Futures in Education*, 3(1), 75-89.
- Zajda, J. (2020). Globalisation, Education and Policy Reforms. In G. Fan, & T. S. Popkewitz (Eds.), *Handbook of Education Policy Studies* (pp. 289-307). Springer

Unit 2: Contemporary Global Reforms in School and Higher Education

(Instructional Hours = 06)

The reform agenda in education has aligned itself to the commitments made at the international level. The EFA, MDG, SDG were adopted by the countries and became a part of the national policies on education. The focus had been on inclusive policies with strong commitment on universalising education in their respective countries. The different timelines set the agendas for mapping the progress made and also served as a baseline for counting on the progress made in reaching the goal of universalisation of education. The unit

helps the students encapsulate the major developments leading to reforms in education across the global world in particular, Asia, Africa, Latin America, etc. and draw implications on issues around access, equity and quality in school and higher education. The unit would enable the students to understand educational reforms in countries within their unique historical and cultural contexts, and compare their strategies in restructuring education in the 21st century with that of the Indian education context.

Reforms in School Education

- The themes centre around: Drives on massification and democratisation of school education; right to education acts; school effectiveness and school improvement; standardisation of education; external testing and accountability movement; school accreditation; international student assessments; school leadership and management; professional development of principals and teachers; teacher education reforms; digitisation of education; ICT and technology; artificial intelligence, etc.

Reforms in Higher Education

- The themes centre around: Massification and democratisation of education; reduction of socio-economic inequalities; issues related with access, equity and quality; global managerial education reforms, privatisation; liberalisation/ internationalisation; philanthropic education; international funding, research and innovation; reforms in institutional governance - autonomy and accountability; quality assurance and accreditation; choice-based credit education and credit transfer; multi- and interdisciplinary approach to teaching and learning; ICT and technology in higher education and leadership in higher education. The sub-unit also introduces the students to compare and examine the two approaches namely Global Education Reform Movement (GERM) and public investment. The trends of changes began with globalisation, liberalisation and privatisation through the change in the governance processes. The global trends related to rankings and the uniformity of the assessment processes through the Bologna process in the European context for enhancing quality and the collaborations among the countries. Thus, in the Indian context, various landmarks may be noted right from National Knowledge Commission, Report to the Nation, 2006-2009; Yashpal Committee Report, 2009; National Skills Qualification Framework (NSQF), 2013; National Institutional Ranking Framework (NIRF), 2015; and Draft National Higher Education Qualification Framework (NHEQF) under the National Education Policy (NEP), 2020.

Essential Readings

- Amutha, D. (2019). *ICT-Based Education Reform to Development*. <https://ssrn.com/abstract=3429735> or <http://dx.doi.org/10.2139/ssrn.3429735>
- Cheng, Y.C. (2005). *New Paradigm for Re-engineering Education: Globalization, Localization and Individualization*. Springer.
- Hornsby, D. J., & Osman, R. (2014). Massification in higher education: large classes and student learning. *Higher Education*, 67(6), 711-719.
- Ministry of Education (2021). *Reforms in School Education 2014-2020*. Government of India. <https://www.education.gov.in/en/reforms-school-education-2014-2020>.
- Strielkowski, W., Volchik, V., Maskhev, A., & Savko P. (2020). Leadership and Effective Institutional Economics Design in the Context of Education Reforms. *Economies*, 8(2), 1-15.

Unit 3: Education Reforms in India

(Instructional Hours = 6)

The education development in the Indian context may be divided into two phases; one before Liberalisation Privatisation Globalisation (LPG) Reforms in the nineties, and later phase of LPG. The school education was accorded one of the essential elements in the Indian Constitution when the basic elementary education was incorporated as article 45 in the Directive Principles of State Policy of the Indian Constitution. In 1976, education was accorded the Concurrent status, meaning both the state and central governments were responsible for all levels of education. The National Education Policy 1968 took into cognisance the regional balance by adopting the three language formulas as Hindi, English and a local language. The neo-liberal policy demanded decreased government expenditure on education which gave a major share to the public sector. Major changes have been introduced in the teaching-learning processes in the educational institutions during the COVID pandemic; however, in the post COVID period, there is need to focus on the efficacy of these changes to determine their continuity. The formulation and adoption of NEP 2020 has ushered the education system to provide equitable, accessible and quality education with a focus on knowledge and skills. Thus, this unit deals with the flagship initiatives by the federal government.

Reforms in School Education: Implications on Access, Equity and Quality of Education

- This sub-unit introduces students to reforms and progress that account for government schemes/projects/ student exchanges programmes and educational hubs in India. The discussions centre around National programmes and initiatives such as universalisation of elementary education - Sarva Shiksha Abhiyan; universalisation of secondary education – Rashtriya Madhyamik Shiksha Abhiyan; common school system; 3-language formula; access, equity, inclusion and diversity; Operation Blackboard; decentralisation of educational governance; District Educational Planning – DPEP; Right to Education Act; Digital Education Reforms; Vocational Education; School Complex; Foundational Learning and NIPUN Bharat, etc. This sub-unit also attempts to draw lessons /learnings from state-specific change models such as examples and success stories. To cite a few such initiatives are Eklavya Model School in Madhya Pradesh, Beti Bachao Beti Padhao in Haryana, Gunotsav in Gujarat and other states, Lok Jumbish and Teacher Empowerment programmes like Shiksha Karmi in Rajasthan, Bihar Education Project, etc.

Reforms in Higher Education: Implications on Access, Equity and Quality of Education

- Recognising the role of quality higher education in personal and national development, expansion of higher education institutions in the post-independent India assumed significant attention. This sub-unit would explore and discuss these changes and ongoing reforms in higher education. The education committees, commissions and national education policies focused on bringing change and development in this sector. The continuous growth of institutions and enrolments ensued. The structural adjustments in the nineties pushed for more flexibility and autonomy in the institutions in order to enhance academic excellence. Growth in private sector participation in higher education during the first two decades of the 21st century has also contributed to reforms for access, equity, quality and governance of institutions. In addition, the aspiration to get a good place in the World University Rankings has encouraged the system towards quality assurance and accreditation.

Essential Readings

- Jayaraman, R., & Simroth, D. (2015). The Impact of School Lunches on Primary School Enrollment: Evidence from India's Midday Meal Scheme. *The Scandinavian Journal of Economics*, 117(4), 1176-1203.
- Levin, B., and Young, J. (1997). *The origins of educational reform: a comparative perspective*. <https://www.researchgate.net/publication/234603146> The Origins of Educational Reform A Comparative Perspective
- Narayan, J. (2005). *Reforming Higher Education in India*. <https://ekcenter.fdrindia.org/sites/default/files/AdvocacyPapers/Reforming%20Higher%20Education%20in%20India%20-%209thDec2005.pdf>
- Public Policy Research Centre. (2017). *Beti Bachao Beti Padhao – Haryana Model of Fighting Female Foeticide. A Case Study of Jhajjar, Sonapat and Kurukshetra (2014-17)*. PPRC.
- Govinda, R. & Sedwal, M. (2017). Introduction: Basic Education for All in India - Tracking Progress. In R. Govinda, & M. Sedwal (Ed.), *India Education Report: Progress of Basic Education*. Oxford Publishing House.

Unit 4: Contestation and Debates in Education and Development (Instructional Hours = 8)

The unit elaborates on the education reforms taking place in the contemporary education scenario, especially in the context of National Education Policy 2020. It begins with the reflection on the educational reforms discussed in the earlier units both at national and international levels as well as across the education sector. It builds up the ability to analyse issues and the challenges encountered in the past and assess the current practices and need for the future. Second part of the unit introduces the students to the changing paradigm of education in India and other countries of the world in the changing contexts of educational institutions. The unit initiates debate on contemporary controversy on public education in India and the world over, and on significant themes such as role of school in the society, the tasks that the schools ought to perform and on the purpose of education.

Learning from the Past: Exploring Challenges and Unresolved Issues

This sub-unit aims to provide a platform to students for reflection and analysis of education reforms studied in the earlier units. Exploration of the reform processes and outcomes in the different dimensions of the education sector would help the students understand the inhibiting factors, continuing challenges and development of a perspective for the future.

The unit helps students analyse and interpret the issues and challenges faced in the past, and lessons learnt from success stories. The discussions would centre around:

- Reforms to Improve Quality: Lessons and priorities (curriculum, pedagogy, teacher quality, autonomy and accountability, supervision, changing role of systemic administrators, systemic reforms, leadership, teacher education programme, ICT in Education, etc)
- Reforms to Address Diversity and Differential Contexts
- Reforms in Governance Structure

Mapping Reforms for Future of Education and Development

This sub-unit focuses on contemporary education scenarios in both the Indian and global contexts, and requires students to assess and develop a perspective on the contemporary themes for improving quality of education. In the Indian scenario, reforms will be mapped around NEP 2020. The themes include:

- Internationalisation of Education
- Changing Governance Models
- Improving Teaching-learning Process
- Integration of Technology in Education
- New Education Qualification Frameworks

Essential Readings

- Adamson, F., & Åstrand, B. (2016). Privatization or public investment?: A global question. In F. Adamson, B. Åstrand & L. Darling-Hammond (Eds.), *Global education reform: How privatization and public investment influence education outcomes* (pp. 1-15). Routledge.
- Fan, G., & Popkewitz, T. S. (Eds.). (2020). *Handbook of Education Policy Studies: Values, Governance, Globalization, and Methodology, Volume 1*. Springer Open.
- Subitha, G. V. (2017). Re-conceptualizing teachers' continuous professional development within a new paradigm of change in the Indian context: an analysis of literature and policy documents. *Professional Development in Education*, 44(1), 76-91.
- UNESCO. (2021). *Reimagining Our Futures Together: A New Social Contract for Education*. Report from the International Commission on the Futures of Education. <https://unesdoc.unesco.org/ark:/48223/pf0000379707.locale=en>
- Varghese, N. V. (2015). *Challenges of Massification of Higher Education in India*. CPRHE Research Papers 1. National Institute of Educational Planning and Administration.

Course Transaction

- The course will engage students in lecture-cum-intensive discussions and reflective exercises based on the previous knowledge gained from core courses. The course would also include discussions based on case analysis, documentary screening, video clippings, relevant education films, etc.

Assessment of Learning Outcomes

- The course work will be assessed based on individual assignments, seminar presentations, collaborative projects, term end examination

Extended Readings

- Brest, P. (2010). The power of theories of change. *Stanford Social Innovation Review* (Spring 2010).
- Brinkmann, S. (2015). Learner-centred education reforms in India: The missing piece of teachers' beliefs. *Policy Futures in Education*, 13(3), 342-359.
- Di Gregorio, E., & Savage, G. C. (2020). *Global school funding debates and reforms*. Oxford Research Encyclopedias, Education.
- Diwan, R. (2015). Small Schools in Rural India: 'Exclusion' and 'Inequity' in Hierarchical School System. *Policy Futures in Education*, 13(2), 187-204.
- Govinda, R. & Diwan, R. (Eds.) (2003). *Community Participation and Empowerment in Primary Education*. Sage Publications.
- Kumar, K. (2005). *Political Agenda of Education: A study of Colonialist and Nationalist Ideas*. Sage Publications.

- Ramchandran, V. & Sethi, H. (2000). *Rajasthan Shiksha Karmi Project - An overall appraisal*. New Education Division Documents No. 7. Swedish International Development Cooperation Agency.
- Reddick, R. N. (2004). History, Myth, and the Politics of Educational Reform. *Educational Theory*, 54(1), 73-87.
- Sharma, G. (2019). Policy and Regulatory Changes in Teacher Education in India: Concerns, Debates and Contestations. *Economic and Political Weekly*, 54(9), 1-11.
- Snyder, S. (2013). *The Simple, the Complicated, and the Complex: Educational Reform through the Lens of Complexity Theory*. OECD Education Working Papers No. 96. OECD Publishing. <http://dx.doi.org/10.1787/5k3txnpt1lnr-en>



S4SEC537: BUDGET ANALYSIS AND ACCOUNTABILITY

Introduction to the Course

The course 'Budget Analysis and Accountability' is designed as a part of the "Master of Arts in Education and Development" to acquire practical know-how for the students in the field of Financing of Education. For the efficient management of finances, proper financial planning is essential; another way we can say an ideal budgeting system is very much important. Financial planning involves the estimation of output and the employment of inputs accordingly. The success of achieving the targeted output is depending upon the allocation of inputs and other resources i.e. money, men, and material.

The budget analysis involves examining and explaining the components of budget expenditure and revenue. The use of budget indicators can help to improve understanding of issues such as the level of implementation of expenditure and revenue budgets or the structure of the budget. In the public sector, the main objective of budget analysis is to control expenditures and predict future budget needs, thereby providing decision-makers with the information they need to prepare the budget for the next fiscal period. The main purpose of the course is to give more theoretical understanding and practical opportunities to the students to understand the budget as an instrument of financial management and accountability. The budget analysis in education will cover income-wise and expenditure-wise analysis under different heads.

Course Objectives

This course will prepare students to:

- Equip the students to read and understand budget (s) and financial statements
- Give an opportunity to understand costs and expenditures
- Understand the budget as an instrument of financial management and accountability
- Introduce different methods of budgets

Learning Outcomes

On completing of the course, the students will be able to:

- Describe the structure, and components, process and preparation of education budget
- Apply the unit cost techniques in budget preparation
- Understand the budget aspect of financial management and accountability
- Identify the areas of wasteful expenditure in education

Course Units

Unit 1: Education Budget (s) and Financial Accounting

(Instructional Hours = 15)

In this unit, the student is able to conceptualise the importance of education budget (s) and financial accounting. The unit will help the students to be able to understand different types of accounting and auditing techniques in education. This unit will set the background for students to understand the importance of costs in the preparation of budget (s). The student will get an opportunity to prepare different methods of

budget. This unit will be delivered through lecture-cum-discussion and practical exercises to the students. After completion of this unit, the student will be able to understand the importance of costing, accounting, auditing and budget (s) preparation in education.

- Conceptual understanding of accounting, auditing and budgeting
- Analyse costs and expenditures in education
- Process of preparation of budget (s)
- The social and political dimensions of education budgets
- New dimensions of preparation of the budget
- Target setting for equity (Gender, SC, ST, PWD)

Unit 2: Budget Analysis and Accountability

(Instructional Hours = 15)

In this unit, the students will be able to understand the provision of resources - sources from which resources are provided to education. Students will get an opportunity to know the different sources of income for education. After completing the unit, the students will be able to understand how to generate resources for education. This unit will also cover the components of budget expenditure. The students will be able to analyse the budget expenditure on different levels and types of education. This will give more emphasis on resources, allocation, disbursed and utilisation. The students are able to analyse and identify the wasteful expenditure in education. This unit will be transacted on lecture-cum-discussion and field-based activity/project work. The following themes will be covered in this unit:

- Income-wise analysis of budget (s)
- Expenditure-wise analysis of budget (s)
- Distinguish between the centre, state and institutional budget
- Fund flow analysis in education
- Leakage of finances to control in time
- Wasteful expenditure in education and accountability
- Budget credibility and execution

Course Transaction

- The course will be transacted through lecture-cum-discussion, practical exercises and case analysis. The course work would encourage the students to engage in reflective discussions, critical thinking, self-reading and supervised study. The budget documents of central and state governments for the study will be accessible to students.
- Students would be encouraged to undertake field-based activity/project work on one of the following themes:
 - Analysis of annual audited accounts of different types of institutions
 - Budget allocation and performance of the institution (Top ten ranks and least 10 ranks institutions)
 - Process of budget (What affects budget? social or political)
 - What are the dynamics in the budgetary process in the field?
 - Developing the budget of an institution (public/private, NGOs/Civil Society organisations)
 - Mobilising budgetary resources for education (Tax and non-tax revenue, education cess, etc.)
 - Analysing the central and state budgets to identify trends in public expenditure on education

- Monitoring budget expenditure in education to control the leakages
- Analysis of gender budgeting, child budgeting, budget for special groups/areas
- Identifying the wasteful expenditure and leakages in educational institutions
- Examine the budget for education in your state and find out the relative share of resources allocated to different levels of education
- Examine the budget for education in your state and find out the inter-functional allocation of resources in higher education

Assessment of Learning Outcomes

- The course work will be assessed based on multiple sources, criteria and techniques of assessment. The evaluation will involve assignments, practical exercises, field-based activity/project work.

Essential Readings

- Aggarwal, J. C. (1995). *Educational Planning, Budgeting and Financing in India: Theory and Practice (World Overview)*. Arya Book Depot.
- Hallack, J. (1969). *The Analysis of Educational Costs and Expenditure*. UNESCO, IIEP.
- Tilak, J. B. G. (1997). Analysis of Costs of Education (Module 11). In N. V. Varghese (Ed.), *Modules on District Planning in Education by National Institute of Educational Planning and Administration*. NIEPA.
- Tilak, J. B. G. (1997). Analysis of Finances for Education (Module 10). In N. V. Varghese (Ed.), *Modules on District Planning in Education by National Institute of Educational Planning and Administration*. NIEPA.

Extended Readings

- Coombs, P. H. & Hallak, J. (1988). *Cost Analysis in Education*. John Hopkins University Press.
- Khare, M. (2020). Education Sector Gender Budgeting in India. In FPI, *Gender Mainstreaming in India: Perspectives and Concerns* (pp. 20-47). Fiscal Policy Institute, Government of Karnataka.
- Kundu, P. (2018). *Budgeting for School Education: What Has Changed and What Has Not?: Analysis of Six States in the 14th Finance Commission Recommendation period*. Centre for Budget and Governance Accountability (CBGB), and Child Rights and You (CRY).

S4SEC538: PREPARING A GRANT PROPOSAL

Introduction to the Course

A research proposal or proposal as a part of an application for grant funding is a written rationale and a plan for conducting research. A researcher shall create a proposal, prior to conducting formal research, whether the research is to be done for studying abroad or professional responsibilities. Proposal could be a part of an application for grant funding. Writing a proposal would give clarity to researchers to think through the purpose and methods of conducting research. The reviewer can provide feedback to facilitate the researcher in finalising the research modality before the actual work begins. This course would help the students to write a coherent, scientifically designed proposal clearly articulating its objective (could be for grant funding or submission to research institutes). The course is aimed at equipping the scholars with requisite knowledge and skills to formulate a research proposal. Students will be exposed to different steps to be followed in the preparation and submission of research proposal to different funding agencies/educational institutions.

Course Objectives

This course will prepare students to:

- Create an understanding on different types of project proposals
- Familiarise the students with the key components of writing a quality grant proposal or for applying in foreign educational institutions
- Orient the students how to approach the funding agency/ foreign research institutions in a professional manner

Learning Outcomes

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

- Get familiar with how to write a project proposal seeking affiliation to an institution or proposal for grant
- Get awareness about different funding agencies/institutions, their activities, and their standard format of Request for Proposals (RFP) or Request for Application (RFA)
- Understand evaluation procedure of a proposal by the funding organisation/educational institution

Course Units

Unit 1: Conceptual Understanding on Writing a Grant/ Research Proposal

(Instructional Hours = 12)

The unit deals with how to conceptualise a research problem and to define it well. The unit focuses on different steps involved in writing the research/grant proposal. The first step is to write the research problem to be investigated. Following this will be the objectives of the proposal, methodology to be adopted which include the research design, site of the research area, approach (quantitative/qualitative), tools to be used and the techniques for analysing the data gathered. Overview of funding agencies - both national and international -



and how to approach them in a professional manner will also be shared with students and they can examine the role of funding agencies - government and non-profit organisations both at national and international levels. The unit also deals as to how to write a proposal for seeking admission in foreign university.

- Conceptualising and identifying a problem
- Understanding of a research proposal and its different types
- Conceptual understanding of a grant proposal and its writing
- Learning the different types of grants available
- Identifying the funding organisations - international, national, state, institutional and non-profit organizations, including private funding organisations
- Understanding the Request for Proposals (RFP) or Request for Application (RFA) with respect to the funding agencies/foreign universities

Essential Readings

- Berg, B. L. (2009). *Qualitative Research Methods for the Social Sciences*. Allyn & Bacon.
- Boudah, D. J. (2011). *Conducting Educational Research*. Sage Publications.
- Brewer, E. W., & Achilles, C. M. (2008). *Finding Funding: Grant Writing from Start to Finish, Including Project Management and Internet Use*. Corwin Press/Sage.
- Cohen, L., Manion, L. & Morrison, K. (2000). *Research Methods in Education*. Routledge Falmer.
- Drake, B., & Jonson-Reid, M. (2008). *Social Work Research Methods: From Conceptualization to Dissemination*. Pearson Education/Allyn & Bacon.

Unit 2: Key Elements of Grant Proposal, Review and Evaluation Process

(Instructional Hours = 18)

This unit discusses how to prepare the grant proposal/ research proposal based on the guidance, instructions, and requirements outlined in the RFP. How to create a timeline; budget will also be discussed. Besides detailing the components of a typical grant proposal, the unit also discusses the evaluation and review procedure of the funding agency/ educational institution. Students will develop a draft proposal which will be presented during the interactive session.

- Writing of abstract, cover letter, narrative, and statement of problem
- Writing the major and specific objectives of project
- Understanding ToR (Terms of Reference) and understanding log frame
- How to develop a timeline, budget, and evaluation plan of the project
- Explain the importance of partner organisations, letters of support, and funding award requirements
- How to approach and maintain a relationship with a funding organisation/ educational institution
- Formulation of full project proposal

Essential Readings

- Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2014). *Proposals That Work: A Guide for Planning Dissertations and Grant Proposals*. Sage Publications.
- Rubin, A. & Babbie, E. (2015). *Essential Research Methods for Social Work*. Cengage Learning.

- Shore, A. R., & Carfora, J. M. (2011). *The Art of Funding and Implementing Ideas: A Guide to Proposal Development and Project Management*. Sage Publications.
- Sternberg, R. J. (2014). *Writing Successful Grant Proposals from the Top Down and Bottom Up*. Sage Publications.
- Yuen, F. K. O. & Terao, K. L. (2003). *Practical Grant Writing and Program Evaluation*. Brooks/Cole Cengage Learning.

Course Transaction

- The course is activity and project based. However, the course will be transacted through various modes such as lecture-cum-discussion and group work. All course notes and guidelines for study will be shared and accessible to students.

Assessment of Learning Outcomes

- The Scheme of Evaluation will involve assessment on the basis of Seminar Presentation, Group Work Activity and the Project Proposal developed by the student. This would carry a weightage of 30, 20 and 50 respectively.

Mock Project Proposal

In this course, there will be provision for mock project proposal. For this, a student will be required to complete a mock grant proposal, consisting of a 12-page project proposal and a 45 minutes' oral presentation. The proposal should define an unaddressed research area in Education and Development, propose 2-3 specific aims to explore the problem and describe a study that would be conducted over a 1/2 year's period. Students will be asked to study sample proposals to be used as templates. The topic chosen should be within the area of education and development and must be approved by the faculty or team of faculty concerned. The student will present and defend his/her mock grant proposal to the faculty or team of faculty and students. A team of faculty will evaluate each mock grant proposal and oral presentation. The student will meet at individual level with one of the faculty committee members after the oral presentation to discuss the proposal in greater detail. Any shortcoming in the written proposal, oral presentation and/or background knowledge of the research area will have to be addressed. All required revisions must be completed by the end of the semester.



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