

## DSE (III.3.2) Educational Policy Studies Discipline Specific Elective

### 1. Credit Distribution of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSE (III.3.2)						
<b>Educational Policy Studies</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>Undergraduate</b>	<b>NIL</b>

### 2. Learning Objectives

This course provides students with the theoretical understanding and practical competencies required to engage with educational policy processes. It emphasizes skills in policy interpretation, critical analysis, evidence-based reasoning, and policy evaluation. Students examine how historical, political, social, and economic forces shape educational policy at national and global levels. Through NEP 2020 and other key documents, students learn to apply conceptual and empirical frameworks to analyze, critique, and design effective policy implementation strategies.

### 3. Learning Outcomes

- Demonstrate conceptual clarity and analytical skills to explain the nature, scope, and stages of educational policy formulation.
- Use historical and philosophical reasoning to understand the foundations of educational policy in India.
- Critically evaluate Indian and global education policies using equity, access, inclusion, and quality-based frameworks.
- Apply policy analysis models and evidence-based tools to interpret, review, and critique policy documents.
- Develop competencies in drafting policy briefs, conducting policy reviews, and designing implementation strategies appropriate to educational contexts.

### 4. Syllabus

**[45 hours]**

**Unit I Conceptual Foundations of Educational Policy** — Philosophical, sociological, political, economic, and critical theories that shape educational policies at national and global levels. Major foundational ideas—idealism, pragmatism, humanism, functionalism, conflict

theory, human capital theory, neoliberalism, feminist theory, and indigenous perspectives focusing on how values, ideologies, and power dynamics influence policy design, goals, and implementation. **[8 hours]**

**Unit II Contemporary Concerns of Policies and Practices** — Education policy in colonial and post-independence India, major commissions and committees in Indian education (e.g., Kothari Commission, NPE 1968, 1986, 1992). SSA, RMSA, RUSA. Constitutional provisions for education: Article 21A, Right to Education Act (RTE) 2009, and state dimensions. Right to Information Act, Delors Commission, National Knowledge Commission, NCF for School, Teacher Education. Issues and Challenges in Indian Education. Teacher Education. Problem, Issues and Challenges in Indian Education. **[14 hours]**

**Unit III Major Policy Frameworks and Global Perspectives** — National Education Policy (NEP 2020): vision, reforms, and implementation challenges. Comparison with previous policies: continuity and change. Global initiatives: Education for All (EFA), Sustainable Development Goals (SDG 4), and UNESCO frameworks. Role of international agencies (UNESCO, UNICEF, World Bank) in shaping education policy. **[12 hours]**

**Unit IV Policy Analysis and Implementation Research in Education** — Approaches to policy analysis: political, economic, sociological, and critical. Models of policy analysis. Role of school leadership, teachers, and community in policy implementation. Tools for policy analysis SWOT. **[11 hours]**

## **5. Practicals**

**[30 hours]**

- Prepare a comprehensive report on a national or state education policy document.
- Write a review article on the application of any one Indian education policy.
- Presentation on NEP 2020 implementation strategies.
- Case studies of successful and failed education policy implementations in India.
- Prepare a comparative report on two educational policies (e.g., NEP 2020 and Education for All, or RTE Act and Sarva Shiksha Abhiyan), highlighting key similarities, differences, and impact on access and quality.

## **6. Essential Readings**

- Government of India (2020). *National Education Policy 2020*. Ministry of Education, New Delhi.
- Kothari Commission Report (1964–66). *Education and National Development*. Ministry of Education, Government of India.
- National Policy on Education (1986, modified 1992). Ministry of Human Resource Development, New Delhi.
- UNESCO (2015). *Rethinking Education: Towards a Global Common Good?* Paris: UNESCO Publishing.
- NCERT (2017). *School Education Policies in India: Historical Overview and Future Directions*. New Delhi: NCERT.

## **7. Suggestive Readings**

- Ball, S. J., & Bowe, R. (1992). *Reforming Education and Changing Schools: Case Studies in Policy Sociology*. Routledge.
- Levin, H. M. (1998). *Educational Reform: Its Meaning and Role in Policy Making*. Falmer Press.
- Weaver-Hightower, M. (2008). *An Ecology Metaphor for Educational Policy Analysis: A Call to Complexity*. *Educational Researcher*, 37(3), 153–167.
- Apple, M. W. (2004). *Ideology and Curriculum*. Routledge Falmer.
- Ball, S. J. (2013). *The Education Debate*. Policy Press.
- Jandhyala, B. G. Tilak (2019). *Education and Development in India: Essays on Policy, Process and Practice*. Orient BlackSwan.