

Enterprise and Innovations in Education

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Term: 6, PGP-II, PGPX, PGP-FABM, FPM

Credit: 1.25

This class will provide an overview of India's educational sector. Critical issues of this sector will be discussed from viewpoints of multiple stakeholders – from students, parents, teachers to policymakers and administrators. We will also look at the existing innovative practices at various levels of education. Students will be expected to come up with enterprising solutions for the problems they identify and demonstrate their understanding of the ecology of educational sector.

Outline of Sessions

Sessions 1 – 2 **Section A – Educational Scenario**

Educational Scenario in the Present Context

Privatization and Globalization in Education

Sessions 3 – 21 **Section B – Educational Sectors**

Literacy and Adult Education

Pre-school Education

Elementary Education

Secondary Education

Innovative ideas and schools around the world

Higher and Professional Education

Sessions 22– 23 **Section C – Support Services in Education**

Computers and Information Technology

Education testing and tuition

Sessions 24 – 25

Presentations of Projects

EVALUATION:

Reflection Papers (individual task): 50%

The format for the reflection papers is provided in the appendix A. Topics are as follows:

- Literacy & Adult Education
- Pre-school Education
- Primary/Elementary Education
- Secondary Education
- Higher/Professional Education

Class Project: 30% (Team task)

You will be working with 3-4 other students. Your collective task will be to conduct a case study of an organization (for-profit, non-profit, or any government agency) working in the educational sector.

Poster Presentation of Class Project: 10% (Team Task)

Class Presence and Participation: 10%

SECTION A: EDUCATIONAL SCENARIO

Session 1: Introduction: What does it mean to be well educated?

Readings: Gabrieli, C., Ansel, D., & Krachman, S. B. (2015). *Ready to Be Counted: The Research Case for Education Policy Action on Non-Cognitive Skills*. Boston: Transforming Education.

Session 2 Privatization and Globalization in Education

Readings: Saha, D. (April, 2017). In 5 years, private schools gain 17 million students, government schools lose 13 million. *HindustanTimes*.

<http://www.hindustantimes.com/education/in-5-years-private-schools-gain-17-million-students-government-schools-lose-13-million/story-6FV1ic7RLtmWc0ZkhBQBM.html>

Shaw, J. S. (2010). Education—A bad public good?. *The Independent Review*, 15(2), 241-256.

For In-depth Study:

Kingdon, G. G. (2017). The private schooling phenomenon in India: A review. Available at: <https://www.econstor.eu/bitstream/10419/161235/1/dp10612.pdf>

SECTION B: EDUCATIONAL SECTORS

Sessions 3 - 4 LITERACY AND ADULT EDUCATION

Session 3 Literacy: Its dimensions and dynamics in India

Readings: National Research Council. (2012). *Improving adult literacy instruction: Developing reading and writing*. National Academies Press.

Session 4 Innovations in making people literate

Kothari, Brij. 2008. Let a Billion Readers Bloom: Same Language Subtitling (SLS) on Television for Mass Literacy. *International Review of Education*, Vol. 54, No. 5/6, pp. 773-780

Video Literacy through popular culture

Session 5-6 EARLY CHILDHOOD EDUCATION

Readings: Goodman, A., & Sianesi, B. (2005). Early Education and Children's Outcomes: How Long Do the Impacts Last? vol. 26, no. 4, pp. 513–548.

Ministry of Women and Child Development, Annual Report 2016-17, Chapter 3.
Retrieved from:

http://www.wcd.nic.in/sites/default/files/FINAL%20WCD_AR_English%202016-17.pdf

Deborah A. Phillips, Mark W. Lipsey, Kenneth A. Dodge, Ron Haskins, Daphna Bassok, Margaret R. Burchinal, Greg J. Duncan, Mark Dynarski, Katherine A. Magnuson, and Christina Weiland (April 20, 2017). *The Current State of Scientific Knowledge on Pre-Kindergarten Effects*. Brookings Institution and the Duke Center for Child and Family Policy. Retrieved from: https://www.fcd-us.org/assets/2017/05/duke_prekstudy_final_4-

Session 7-12 **ELEMENTARY EDUCATION**

Session 7-8 **Government Programmes (Sarva Shiksha Abhiyan, Mid-Day Meal, Right to Education and so on)**

Session 8-10 **Reaching the un-reached: Educating the school drop-outs, child labour & children in remote places**

Readings: ‘Children, Work and Education’, G.K. Lieten, *Economic and Political Weekly*, June 10, 2000

‘No to Child Labour, Yes to Education’. Rekha Wazir, *Economic and Political Weekly*, December 28, 2002

Mohanty, Ajit K. 2000. Multilingualism of the Unequals and Predicaments of Education in India: Mother Tongue or Other Tongue? In *Imagining Multilingual Schools*, ed. O. Garcia, T. Skutnabb-Kangas, & M. E. Torres-Guzman. Clevedon: Multilingual Matters, pp. 262-279

Sessions 11-12 **Innovations in elementary education**

Readings: ‘Introduction’, R Akila, In *A Trigger for Change in Primary Education: An Evaluation of ABL in Tamil Nadu*, 2009

Elementary schooling: Innovations in the public sector

Vijaya Sherry Chand and Choudhary Geeta 2006. Quality Improvement Initiatives: Learning Improvement; A Summary Overview. In *Shiksha Sangam: Innovations under the Sarva Shiksha Abhiyan*. RJMCEI, IIM Ahmedabad. pp. 2-9; 81-85

Vijaya Sherry Chand. 2013. Socio-educational Entrepreneurship within the Public Sector: Leveraging Teacher-driven Innovations for Improvement. *International Perspectives on Education and Society*, 23, 59-82

Sessions 13-16 **SECONDARY EDUCATION**

Reading: ‘Secondary Education in India: Universalizing Opportunity’: Executive Summary, Human Development Unit, World Bank, 2009

Kingdom, Geeta Gandhi. 2007. The Progress of School Education in India. *Oxford Review of Economic Policy*, Vol. 23, No. 2, pp.168-195

Session 17-18 **INNOVATIVE IDEAS AND SCHOOLS AROUND THE WORLD**

Readings: Summerhill (England, 1924), David Gribble, Real Education, Chapter 1, Libertarian Education, 1998

Mirambika (India, 1981) David Gribble, Real Education, Chapter 10, Libertarian Education, 1998

Loreto Day School, Sharma Rajeev and Choudhary Geeta,

Video: The Finland Phenomenon: The best Education System
<https://www.youtube.com/watch?v=8jJONUXGsNo>

Sessions 19- 21 **HIGHER AND PROFESSIONAL EDUCATION**

Readings: Agarwal, P. (2006). *Higher education in India: The need for change* (No. 180). Working paper. Retrieved from: <https://www.econstor.eu/bitstream/10419/176564/1/WP180-Higher-Education-in-India.pdf>

Heyneman, S. P. (2007). International trade in higher education: What should India do. *The India Economic Review*, 4(4), 86-93.

Heyneman, S.P. 2013 “[World Class Universities: the Sector Policy Requirements](#),” pp. 45 – 59 in Shin, J.C. and Kehm, Barbara M. (Eds.) *Institutionalization of World Class University in Global Competition* Dordrecht Heidelberg: Springer Publishers (with Jeongwoo Lee).

SECTION C: SUPPORT SERVICES IN EDUCATION

Sessions 22-23

Services of private tuitions, teacher professional development, curriculum development, teaching aids, guidance & counseling, learning/playing spaces, administrative & technological support and many more...

Creativity in learning through computers: ‘Hole in the wall’ and beyond
‘Limits to Self-organizing Systems of Learning—the Kalikuppam Experiment’.
Sugata Mitra & Ritu Dangwal. (2010). *British Journal of Educational Technology*, 41 (5), 672-688

Session 24-25

POSTER PRESENTATIONS & CLASS PICTURE

Appendix A Format for Reflection Papers (word limit 800 – 1000 words)

Topic:

Problems: *Please mention **at least three** major problems that you find in a given topic*

1. If you were a practitioner (teacher, principal), how can you address to these problems?
2. If you were a policymaker (state/national), how can you address to these problems?
3. What kind of enterprise (for-profit or not-for-profit), could help address to these problems? Give an example of at least one such organization. Explain how it solves the problems and what are its limitations. (word limit 500-600)