

B.Ed. Two Year Programme

F.1: Education in Contemporary India

Maximum Marks: 100

Aims and Objectives

This course aims to develop an understanding of education as an agenda for the nation state and its policy visions and efforts in evolving a national system of education. Students are expected to engage with the discourses on contemporary Indian society and education, to understand the national and local contexts in which a variety of schools function, and appreciate that a democratic society must be built on a universal, just and equitable system of education. This requires building a perspective on the processes of alienation and socio-economic deprivation of a large number of students, an analysis of the complex relationship between education and equality, and a critical appraisal of policies and recommendations of major commissions and committees.

The course will enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of critical analysis and the experience of engaging with diverse communities, children and schools. The course will include selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement through focus group discussion, surveys, short term project work etc. The course consists of five units, covering policy-related issues and debates, and also their socio-economic context.

Unit I: The Constitutional Context

Education as a means of social justice in the Indian Constitution; Constitutional values and education (Preamble, Fundamental rights and duties); the Right to Free and Compulsory Education 2010 (RTE) and inclusion; Education in the concurrent list and its implications

Unit II: The Social Context of Educational Policy

Challenges posed for education by the socio-cultural and economic context: child-labour, child marriage, displacement and migration;

Composition of Indian society and its implications for education: Inequality, discrimination, exclusion and marginalization in the context of language, religion, caste, class, gender, region, and disability; Issues and challenges in the education of *Dalits*, OBCs, the Scheduled Tribes, girls and religious minorities; the role and agency of teachers in the education of above mentioned groups; Classroom ethos as an area of enquiry from the perspective of children from diverse socio-cultural and economic backgrounds;

Unit III: A Thematic Focus on Educational Policy

A critical review of commission reports and policy documents through a thematic focus, linking the contemporary context with salient debates since independence:

Equity in Education: Kothari Commission and the vision of Common Schooling; National Policy on Education 1986 and its review by the Ramamurthy Committee 1992; Yashpal Report 1993 and the National Curriculum Framework 2005; the Mid Day Meal programme, an inclusive space for eating together;

Linguistic Plurality and Language Policy: The Language Survey; debates on the 'medium' of learning; the 'three-language formula' for national and emotional integration, problems of implementation across states.

Work and Education: Zakir Hussain Committee, *Nayee Taleem* or Basic Education; work as a medium of learning, integrating skills with knowledge; Mudaliar Commission, multipurpose schools and citizenship education; critical analysis of the policy discourse on work, skills and vocational education;

Unit IV: Social and Educational Reform

Legacy of social reformers and their vision of education: Phule, Vidyasagar, Ambedkar, Ramabai, Gandhi and others; historical struggles for modernization of education in different regions;

Innovations and experiments: Shantiniketan, People's Science Movement, etc.

Unit V: The System and its Structures

Schools in India: types and affiliation, schools run by autonomous institutions of the Central government (KVS, NVS, Sainik Schools, etc.); schools run by the State Governments; private schools; international schools; looking at institutional structures and stratification within the context of concerns for 'quality' and equity; management and public participation; role of key institutions in shaping the policy and discourse of education: NCTE, NCERT, NIOS, Boards of Education, etc; role of Directorates of Education, local bodies, e.g. Panchayati Raj institutions, municipal bodies.

Suggested Readings

Apple, M. W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*, 3(3), 239–261.

- Balagopalan, S. (2003) Understanding educational innovation in India: the case of Ekalavya. *Education Dialogue 1(1): 97-121.*
- Chanana, Karuna (2001) *Interrogating women's education: bounded visions, expanding horizons.* Jaipur and New Delhi: Rawat
- Chandra, B. (2004) Gandhiji, Secularism and Communalism. *Social Scientist, Vol. 32, No. 1/2pp. 3-29*
- Deshpande, S. (2014). The problem of caste. New Delhi: Orient Blackswan
- Dube, S.C. (1990, 2005) *Indian Society.* New Delhi: National Book Trust
- GOI. (1966). *Report of the education commission: Education and national development.* New Delhi: Ministry of Education.
- GOI. (1986). *National policy of education.* GOI.
- GOI. (1992, 1998). National policy on education, 1986 (modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
- GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
- Govinda, R. (ed). (2002) *India education report: a profile of basic education.* New Delhi: Oxford University Press.
- Ghosh, S. C. (2007). *History of education in India.* Rawat Publications.
- Hindustani Talimi Sangh. (1938). *Basic national education: Report of the Zakir Hussain committee.* Sagaon, Wardha: Hindustani Talimi Sangh.
- Letter to a teacher: By the school of Barbiana.* (1970). Retrieved from <http://www.arvindguptatoys.com/arvindgupta/letter.pdf>
- Naik, J.P. (1979) *Education Commission and After.* A P H Publishing Corporation: New Delhi. Also available in Hindi
- Nambissan, G. B. (2009). *Exclusion and discrimination in schools: Experiences of dalit children.* Indian Institute of Dalit Studies and UNICEF.
- NCERT (2006/7) *National Focus Group Paper on the Problems of Scheduled Castes and Scheduled Tribes; National Focus Group Paper on Gender.* New Delhi: NCERT
- NCTE (2009) *National Curriculum Framework for Teacher Education.*
- PROBE (1999) *Public report on basic education in India.* New Delhi: Oxford University Press.

Parekh, B. C. (2000). *Rethinking multiculturalism: Cultural diversity and political theory* (pp. 213-230). Palgrave.

Pathak, A. (2013). *Social implications of schooling: Knowledge, pedagogy and consciousness*. Aakar Books.

Rai, A. (2000) *Hindi Nationalism*. Orient Longman

Rampal, A. & Mander, H. (2013, July. 13). Lessons on food and hunger: Pedagogy of empathy for democracy. *Economic and Political Weekly* 48(28), 50-57.

Saxena, S. (2012, Dec. 8). Is equality an outdated concern in education? *Political and Economic Weekly* 47(49), 61-68.

Online links for Commission and Committee Reports:

1. Kothari, D. S. (1964). *Education and national development: Report of the education commission, 1964-66*. Available at www.mhrd.gov.in/
2. *National policy on Education (1986)*. Available at www.ncert.ac.in
3. Acharya Ramamurthy Report (Programme of Action) (1990). Available at www.ncert.ac.in
4. PROBE (1998) and PROBE 92011) Revisited available on www.academia.edu
5. NCF-2005 available on www.ncert.ac.in
6. NCFTE: http://www.ncte-india.org/publicnotice/NCFTE_2010.pdf
7. Sachar Committee Report available at <http://ncm.nic.in/pdf/compilation.pdf>