

## **M Ed Two Year Programme**

### **P.5.1 : Education and Society in South Asia**

Maximum Marks: 100

#### **Unit 1: Education as a System**

Distinction between education as a concept and as a system; systemic data about education: institutions; stages, enrolment, transition; census and school surveys; Analysing these data in different states of India in a comparative perspective; Expenditure on education: Centre and States; Diversity of administrative structures in school education; Problems of collecting educational data:

Historical character of university as an institution in the Indian sub-continent; universities as examining and affiliating bodies;

Comparing institutional data in India and other countries of the SAARC region..

#### **Unit 2: Historical Character of Present-day National Systems**

Shared pasts of the SAARC region: Regional perspective; commonalities and particularities; students to choose any two SAARC countries for closer familiarity with their systems of education;

The system of education at the time of India's independence; The state discourse of reform and expansion: Situating official reports prepared around independence in their a socio-historical setting: Sargent, Radha krishnan, Mudaliar Commissions.

The second decade: Study of Naik's retrospective analysis in 'Education Commission and After'; policy making in the 1980s: Chattopadhyaya's concerns; formulation of national policy and 'programme of action'; 1990s: impact of economic reforms.

#### **Unit 3: Education, Culture and Social Movements**

Education as a domain of social reform movements in colonial India: their socio-cultural impact in the regions where they arose; Cultural context of education: caste and gender as sites of struggle--biography as a resource: Ramabai and Ambedkar;

Social welfare, and cultural reform under the auspices of the modern state: study of child labour and child marriage as examples of state-driven reforms; Adult literacy and universal elementary education as two domains of state-driven social movements; Differential success of the state in universalization of elementary education in Nepal and Sri Lanka.

Struggles for change in education through innovation; Contextualizing innovative institutions and programmes: Nai Talim; Vishwabharati; Hoshangabad Vigyan.

#### **Unit 4: Language, Religion and Education**

Language as a site of policy debates: Constituent Assembly debate on language policy and its implications for education; history of the 3-language formula and its present status; English as a medium of education: issues, debates, inquiries;

Education and religion: issues and policies; provisions for minority communities; meaning and implications of secularism in education;

Comparing Indian policies with policies in other countries of the SAARC region.

#### **Unit 5: Education under Globalisation**

Nature and logic of new economic policies; their implications for education; the state as regulator of market: private investment in education—historical development; rise of self-financing institutions and courses; technology-driven changes in education and pedagogic practices; impact of globalization on different stages of education.

Quality debate in education; equity and equality under the emerging policy scenario.

#### **Practicum:**

Students will be expected to undertake a project comparing any two countries of the SAARC region, using ideas included in any of the above units of this course.