

Outline of Course – ***Conversations in Education Policy – Jan to Apr 2022***

Instructor: Reema Mani

Credits: 2

Course Day and Time: Monday (11 AM to 1 PM)

Starting from January 24, 2022

This seminar will meet once a week and discuss various interactions between social life and education. Sociologists of education will agree that there is more to education than mere acquisition of learning within the four walls of a classroom or even *novelised* school environments. State educational policy may, however, not recognise all or some aspects of social life that severely hamper an individual's or a community's access to education. This two credit elective will engage with literature on diverse issues ranging from pedagogy in language and science to inclusion in education, thus bringing a critical lens to any future engagement with programmes and policy research.

**Course objective:**

Sr. No.	On completing the course, the students will be able to
CO1	critically engage with pedagogy in language and science and recommendations for the same within education policy
CO2	identify issues and context of policy decisions with respect to various stakeholders
CO3	evaluate goals underlying policy decisions and evaluate the same against community values
CO4	critically analyse conflict or ambiguity in educational policy with respect to some of the issues that are pertinent to education through engagement with past and present policies and recommendations
CO5	identify forces that drive and sustain barriers not addressed by education policy and imagine solutions

**Requirements:** Each week readings will be provided for critical discussion by participants. Participants have a choice based on availability of topics. Reading material will be provided for 2 or more persons partnership each week. Each pair/group must bring to class one cohesive understanding, not separate reading summaries glued together, for presenting and discussing in the class. Please avoid self-centric ideas that make the class about opinions. Your discussion must present the problem/idea addressed in the material, what solutions the author(s)

may have suggested, what might seem like trenchant problems and possible explanations provided by that author or any other that you may have read. You may add readings to prescribed material if it adds value to the presentation/discussion.

At the end of the course, the participants are expected to turn in essays (about 1500-1800 words) from a selection of topics that were discussed in the class. This essay will be a further engagement of the same topic that you presented or any other topic discussed in the class. Please do not turn in the same presentation. The essay paper must have three sections – introduction of the topic and a critical engagement with the papers (minimum two), comparative review of these readings, discussion of your findings and implications.

**Grading:** Engagement with the paper reading assigned – 50% and essay – 50%.

**Course facilitator:** Reema Mani, Ajay Singh

**Tentative schedule in weeks:**

Week	Topic
1	Orientation to education policy – first foundations in India, core values and principles
2	Decoding policies
3	Decoding policies
4	Decoding policies
5	Policy and curriculum
6	Language attitudes and education policy
7	Science education in India – a policy outlook
8	Teacher education
9	Civic education
10	Higher education and research
11	Communities and opportunities (children)
12	Marginalised communities and opportunities (caste/faith)
13	Marginalised communities and opportunities (gender)
14	Critiquing policies – renew and consolidate learning

**Course Readings:** (Tentative – in order of requirement in course, not alphabetical).

1. *NEP 1986 (revised 1992)*

2. RTE Act

3. Ramamurti Committee Report

4. NEP 2020

5. Young, M. F. D. (2004). An old problem in a new context: rethinking the relationship between sociology and educational policy. *International Studies in Sociology of Education*, 14(1), 3-20.

6. Vyas, M. (2021). An orderly curriculum for a messy field? Classroom-field tensions in community organization in India. *Community Development Journal*, 1-18.

7. Christ, H. (1997). Language attitudes and educational policy. In R. Wodak & D. Corson (Eds.) *Language policy and political issues in education* (Encyclopedia of language and education, vol 1.) (1-12).

8. Baugh, J. (1997). Linguistic discrimination in educational contexts. In R. Wodak & D. Corson (Eds.) *Language policy and political issues in education* (Encyclopedia of language and education, vol 1.) (33-41).

9. Khubchandani, L. (1997). Language and education in the Indian sub-continent. In R. Wodak & D. Corson (Eds.) *Language policy and political issues in education* (Encyclopedia of language and education, vol 1.) (179-187).

10. Phillipson, R. (1997). The politics of English language teaching. In R. Wodak & D. Corson (Eds.) *Language policy and political issues in education* (Encyclopedia of language and education, vol 1.) (201-209).

11. Whitehead, C. (2005). The historiography of British imperial education policy, Part I: India. *History of Education*, 34:3, 315-329.

12. Sangwan, S. (1992). Science education in India under colonial constraints, 1792-1857. *Oxford Review of Education*, 16(1), 81-95.

13. Srinivasan, M. V. (2015). Reforming school social science curriculum in India: Issues and challenges. *Economic and Political Weekly*, 50(42), 52-58.

14. *Position paper: The national focus group on teaching of science*. March 2006. NCERT.

15. Cochran-Smith, M. (2004). Editorial. *Journal of Teacher Education*, 55(4), 295-299.

16. Darling-Hammond, L. (2016). Research on teacher and teaching education and its influences on policy and practices. *Educational Researcher*, 45(2), 83-91.

17. Kumar, P., & Azad, S. (2016). Teacher education in India: Some policy issues and challenges. *IJARIEE*, 2(6).

18. Levinson, M. (1997). Liberalism versus democracy? Schooling private citizens in the public square. *British Journal of Political Science*, 27(3), 333-360.
19. Basant, R. & Sen, G. (2010). Who participates in higher education in India? Rethinking the role of affirmative action. *Economic and Political Weekly*, 45(39), 62-70.
20. Tilak, J. B. G. (2012). Higher education policy in India in transition. *Economic and Political Weekly*, 47(13), 36-40.
21. Monkman, K., & Hoffman, L. (2013). Girls' education: The power of policy discourse. *Theory and Research in Education*, 11(1), 63-84.
22. Kingdon, G. G. (2007). The progress of school education in India. *Oxford Review of Economic Policy*, 23(2), 168-195.
23. Alam, A. (2005). Science in madrasas. *Economic and Political Weekly*, 40(18), 1812-1815.
24. Vulli, D. (2014). English and medium of instruction: Dalit discourse in Indian education. *Research Journal of Educational Sciences*, 2(2), 1-6.
25. Meyer, M. J. (2015). The personal is political: LGBTQ education research and policy since 1993. *The Educational Forum*, 79(4), 347-352.

**Recommended readings:**

1. Arnot, M., & Weiler, K. (Eds.) (1993). *Feminism and social justice in education – International perspectives*. London: The Falmer Press.
2. Nussbaum, M. (2002). Capabilities and social justice. *International Studies Review*, 4(2), 123-135.
3. OECD 1961, Policy for school science.
4. Rudolph, S. H., & Rudolph, L. I. (1972). *Education and politics in India*. Delhi: Oxford University Press.
- Sen, A. (2009). *The idea of justice*. London: Allen Lane.
5. Walker, M. (2005). Amartya Sen's capability approach and education. *Educational Action Research*, 13(1), 103-110.
6. Young, M. F. D. (2008). *Bringing knowledge back in: From social constructivism to social realism in the sociology of education*. London: Routledge.