Course Title : EDUCATION POLICY (Elective) [Offered as elective for 2nd year students of MA in Public Policy)
Course Instructor : Sreejith Murali
Institution: ST. XAVIER'S COLLEGE (AUTONOMOUS), MUMBAI, DEPARTMENT – Public Policy
Degree: MA in Public Policy
Year: 2022-23

NOTE: This course was developed initially by earlier instructors of the course, the current instructor has updated the reading lists adding readings which offer a contextual understanding of the unit topics and introduced new units (2,8, 16)

CONCEPT NOTE:

The course on Education Policy is intended to provide the students of Masters of Arts in Public Policy with an overview of the school and higher educational scenario in India, understand the philosophical, sociological, political and macroeconomic influences on educational policy making through providing an investigatory framework to critically view educational policy formulations.

The course is divided into four sections, starting with the birds-eye perspective of understanding the educational scenario in India – school and higher education, further going into the details of how public policy can be studied from social science perspective including from political science and sociology. The course goes on to explore aims of education using a liberatory perspective by exploring philosophical positions that looked at the emancipatory potential of education within unequal societies. This is followed by sociological and political economy perspective of analysing educational policy especially in the context of India. Once the theoretical stage is set, policy texts formulated in post-independent India are taken up for critical analysis including national policies, RTE Act, NCF etc. Students are encouraged to read these texts along with allied readings which provide a context to understanding their socio-political and economic influences. Finally, the course ends with exploration of how caste has

been one of the central social influences over higher education policy in India.

The four sections are elaborated below:

1) *Introduction to status of Education and Public Policy*: Introductory section on educational scenario in India and framework to understand educational policy in Indian context. The course will end with a section of summarising the question of equity and social justice in Indian education.

2) *Liberatory Philosophies of Education:* Philosophical exploration of education from a liberatory perspective through reading four philosophers who understood the role of education in the society which was essentially unequal from a liberatory perspective towards equality and equity. Five philosophers are studied here: John Dewey, Paulo Freire, Dr B R Ambedkar and Savitribai and Jotiba Phule (together) – in order to provide a international as well as Indian sub-continental perspective.

3) *Administration, Regulation and Governance of Education in India*: This is done through exploring the nature of educational bureaucracy with two case studies looking at specific bureaucratic norms. Then, intersections of social power, politics and education is understood through two case studies of education policy formulation in Maharashtra and Kerala. Further, the place of education within the larger framework of development is explored and then the scenario of privatisation of education and its regulation is studied.

4) *Critical analysis of policy texts:* In this section, key policy documents in post-independent India are taken up for critical reading and analysis, these include the three National Policies of Education 1968, 1986 (modified in 1992) and 2000. Further, the Right to Free and Compulsory Education Act, 2009 and National Curriculum Framework, 2005 are also taken up for analysis. The breadth of policy text allows the students to understand different aspects of educational policy including national policies, legislative acts and pedagogy. The focus will be on critical reading of the original policy text within the social and political economy context in which the text was generated.

Lectures	Units & Topics	Text & References
1	**Structure and Organization of Education: A Discussion**	Ravi, N. R. (2015). Structure and Organisation of Higher Education in India: A Macro-Perspective. *Indian Journal of Educational Studies: An Interdisciplinary Journal*, 2(1), 2349-6908. https://pdf4pro.com/cdn/structure-and-organisation-of-higher-education-in-126246.pdf British Council (2019). Indian School Education System: An Overview. pp. 1, 8-10, 12-21, 34-37 https://www.britishcouncil.in/sites/default/files/school_education_system_in_india_report_2019_final_web.pdf Documentary: *Uschool* (Malayalam with English subtitles|15 mins) https://www.youtube.com/watch?v=3g6fXH9exS8
Lecture 2	**Understanding Policy: An Overview**	Sutton, R.(1999) The Policy Process: an Overview, ODI Working Paper 118. https://www.weadapt.org/sites/weadapt.org/files/legacy-new/knowledge-base/files/1233/5241b6fb95cecdoc7279.pdf Ball, S. J. (1993). What is policy? Texts, trajectories and toolboxes. *Discourse: Studies in the Cultural Politics of Education, 13*(2), 10-17. https://doi.org/10.1080/0159630930130203 Caroline Dyer (1999) Researching the Implementation of Educational Policy: A Backward Mapping Approach. *Comparative Education*, Vol. 35, No. 1 (Mar., 1999), pp. 45-61. https://www.jstor.org/stable/3099466
Lecture 3	**Making Sense of Education Systems: John Dewey**	Fienberg, Walter (2014). Dewey, John . In: D.C. Philips (Ed.). Encyclopaedia of Educational Theory and Philosophy (Part 1). Sage References. pp. 221-228. https://doi.org/10.4135/9781483346229 Dewey, John (1916). *Democracy and Education*. **(Chapter 1 & 2).** https://www.gutenberg.org/files/852/852-h/852-h.htm **Additional** Ramachandran, Vimala (2009). Democratic Inequalities: The Delima of Elementary Education in India. In R. Cowen & A.M. Kazamias (Eds.) *Second International Handbook of Comparative Education*. London: Springer. pp. 669-683. https://doi.org/10.1007/978-1-4020-6403-6
Lecture 4	**Education and Social Power: B.R. Ambedkar**	B.R.Ambedkar's *Statement Concerning the Educational Status of the Depressed Classes in the Bombay Presidency* (Vol.2, BAWS), pp. 407-429. https://www.mea.gov.in/Images/attach/amb/Volume_02.pdf Sangole, M. (2021). Understanding Dr B. R. Ambedkar's Idea of Social Democracy and Higher Education through Siddharth College, Bombay. *Journal of Social Inclusion Studies*, 7(2), 199–215. https://doi.org/10.1177/23944811221075485 **Additional**

		Stroud, S. R. (2017). What Did Bhimrao Ambedkar Learn from John Dewey's Democracy and Education?. *Pluralist*, *12*(2), 78-103. https://www.jstor.org/stable/10.5406/pluralist.12.2.0078 Paik, S. (2014). 'Educate, Agitate, Organise' Non Brahmin and Dalit Technologies of education. In: S, Paik. *Double Discrimination: Dalit Women's Education in Modern India*. NY: Routledge. ISBN: 9780415493000 Short Documentary: https://www.youtube.com/watch?v=IzgcsoVxMHc (Dr Bhimrao Ambedkar as an educator]
Lecture 5	**Education as Practice of Freedom: Paulo Freire**	Paulo Freire's *Pedagogy of the Oppressed* (Preface and Chapter 1). https://archive.org/details/PedagogyOfTheOppressed-English-PauloFriere Diaz, Kim (n.d.). Paulo Freire (1921—1997). In: Internet Encyclopaedia of Philosophy. Retrieved from: https://iep.utm.edu/freire/
Lecture 6	**Education for a Just Society: Mahatma Jotiba Phule and Savitribai Phule**	Jotiba Phule's *Memorandum to the Hunter Commission.* Available here: https://www.roundtableindia.co.in/memorial-addressed-to-the-education-commission/ Rege, S. (2010). Education as" Trutiya Ratna": Towards Phule-Ambedkarite Feminist Pedagogical Practice. *Economic and Political Weekly*, 88-98. https://www.jstor.org/stable/20787534 Varghese, L., Sundar, M. & Ranjana and Illustrator Sumon Chitrakar (2014). Savitribai: The Journey of a trailbrazer. Azim Premji University. Available here: https://radicalnotes.org/2008/02/28/common-school-system-and-the-future-of-india/ **Additional** Anil Sadgopal's *Common School System and the Future of India*. Available here: https://radicalnotes.org/2008/02/28/common-school-system-and-the-future-of-india/
Lecture 7	**Education Policy, Politics and Society**	Mooij, J. (2007). Is there an Indian policy process? An investigation into two social policy processes. *Social Policy & Administration*, *41*(4), 323-338. https://doi.org/10.1111/j.1467-9515.2007.00556.x *Case Study 1: Caste, Politics and Education Policy in the context on controversial Education Bill of 1957* Lieten, G. K. (1977). Education, ideology and politics in Kerala 1957-59. *Social Scientist*, 3-21. https://doi.org/10.2307/3516681 *Case Study 2: Elementary Education in Maharashtra* Rosenthal, D. B. (1974). Educational Politics and Public Policymaking in Maharashtra, India. *Comparative Education Review*, *18*(1), 79-95. https://www.jstor.org/stable/1186119
Lecture 8	**Introduction to Educational Bureaucracy**	Mangla, A. (2015). Bureaucratic norms and state capacity in India: Implementing primary education in the Himalayan region. *Asian Survey*, *55*(5), 882-908. https://www.hbs.edu/ris/Publication%20Files/Asian_Survey_5505_03_Mangla_219b4d54-2a4f-4a43-a0ab-d632628f8fae.pdf

		Aiyar, Yamini (2022). The case of the powerful, powerless sarkari officer. Deccan Herald [July 2022]. Retrieved online from https://www.deccanherald.com/opinion/the-case-of-the-powerful-powerless-sarkari-officer-1129472.html

Additional

Aiyar, Yamini and Dongre, Ambrish A. and Davis, Vincy, Education Reforms, Bureaucracy and the Puzzles of Implementation: A Case Study from Bihar (September 1, 2015). Available at http://dx.doi.org/10.2139/ssrn.2695991 |
| **Lecture 9** | **Education and Development** | **Essential Reading**

Tilak, J.B.G. (2005).   *Post-Elementary Education, Poverty and Development in India*. Working Paper Series No: 6. Centre of African Studies, University of Edinburgh. https://assets.publishing.service.gov.uk/media/57a08c5b40f0b64974001174/Tilak_India_PBET_WP6__final_.pdf

Additional Reading

Chabbott, C. and Ramirez, F.O. (2000). Development and Education. In: M.T. Hallinan (Ed.). *Handbook of Sociology of Education.* Notre Dame: Springer, pp. 163-187. https://doi.org/10.1007/0-387-36424-2 |
| **Lecture 10** | **Privatization of Education in India and Regulation** | CSF (n.d.). Growth of Private Schools. In: *Private Schools in India*. Centre Square Foundation (pp. 29-45). *[For statistical information]* https://www.centralsquarefoundation.org/reports/state-of-the-sector-report-private-schools-in-india

Readings

Mehendale, A. and Mukhopadhyay, R. (2018).Regulatory state and the diversified private. In: M. Jain, A. Mehandale, R. Mukhopadhyay, P.M. Sarangapani and C. Winch (Eds.). *School Education in India: Markers, State and Quality.* Oxon: Routledge. ISBN: 9780367734626

Thilak, J.B.G. (2018). Private Higher Education in India.   In: J.B.G. Thilak (Ed*.). Education and Development in India Critical Issues in Public Policy and Development*, Singapore: Palgrave Macmillan, pp. 535-552. https://doi.org/10.1007/978-981-13-0250-3

Additional

Nambissan, G. B. (2012). Private Schools for the Poor: Business as Usual? *Economic and Political Weekly*, *47*(41), 51–58. https://www.jstor.org/stable/41720245 |
| **Lecture 11** | **Kothari Commission & National Policy on Education (NPE) 1968** | **Essential Reading**

MHRD (1970). National Policy on Education. In*: Report of Education Commission 1964-66 (Vol 1)*. Delhi: NCERT. pp pp. xii-xviii. http://14.139.60.153/bitstream/123456789/6996/1/REPORT%20OF%20THE%20EDUCATION%20COMMISSION%201964-66-CSL027958.pdf |

		Kothari, D.S. (1970). Education and National Objectives (Chapter 1). In: *Report of Education Commission 1964-66 (Vol 1)*. Delhi: NCERT. pp 2-37. Saxena, S. (2021). Historical Context of the Kothari Commission Report (1964-66). In: M. Dubey, S. Mitra (Eds.). *Vision of Education in India*. Routledge. pp. 126-30. https://doi.org/10.4324/9781003124306 Poornima, M. (2021). Kothari Commission Report (1964-66). In: M. Dubey, S. Mitra (Eds.).Vision of Education in India. Routledge. pp.108 - 125. **Additional** J.P. Naik. *The National Education Policy 1947-1978* (Chapter 2, 3). http://14.139.60.153/handle/123456789/7506
Lecture 12	**National Policy of Education 1986, as amended in 1992**	**Essential Reading** National Policy on Education 1986 (As Modified In 1992) With National Policy on Education, 1968. https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf Kantha, V. (2021). National Education Policies (1968 and 1986)and the Ramamurti Committee Report (1992). In: M. Dubey, S. Mitra (Eds.). *Vision of Education in India.* Routledge. pp. 131-154. **Additional Reading** Velaskar, P. (2010). Quality and inequality in Indian education: Some critical policy concerns. *Contemporary education dialogue*, *7*(1), 58-93. https://doi.org/10.1177/0973184913411200
Lecture 13	**Sarva Shiksha Abhiyan, and Right To Education Act**	**Essential Reading** GoI (2009). The Right of Children to Free and Compulsory Education Act, 2009. https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf Sadgopal, A. (2010). Right to education vs. Right to Education Act. *Social Scientist*, *38*(9/12), 17-50. https://www.jstor.org/stable/27896288 Ward, M. (2011). Aid to education: the case *of Sarva Shiksha Abhiyan* in India and the role of development partners. *Journal of education policy*, *26*(4), 543-556. https://doi.org/10.1080/02680939.2011.555001 **Additional** DARPG(2017). *Sarva Shiksha Abhiyan.* Ministry of Administrative Reforms and Public Grievances, GoI.
Lecture 14	**National curriculum Framework (NCF) 2005 and**	**Essential** National Curriculum Framework, 2005 (Chapter 1, Perspectives). https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf

	Debates in Curriculum and Pedagogy	Sadgopal, A. (2005). On the pedagogy of writing a National Curriculum Framework: Some reflections from an insider. *Social Scientist*, 23-36. https://www.jstor.org/stable/3518086 Dhankar, R. (2012, March). Curriculum framework in search of a coherent epistemology: A case study of Indian National Curriculum Frameworks. In *Annual Conference, New College* (Vol. 30). https://publications.azimpremjiuniversity.edu.in/4719/ **Additional** Batra, P. (2005). Voice and agency of teachers: Missing link in national curriculum framework 2005. *Economic and Political Weekly*, *40*(40), 4347-4356. https://www.jstor.org/stable/4417232
Lecture 15	**NPE 2020**	MHRD (2020). *National Education Policy*, 2020. New Delhi: Ministry of Human Resource Development, GoI, pp. 1-19, 33-39, 50-55. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf Govinda, R. (2020). NEP 2020: A critical examination. *50* (4). *Social Change*. 603-607. https://doi.org/10.1177/0049085720958804 Batra, P. (2020). NEP 2020: Undermining the constitutional education agenda?. *50* (4). *Social Change*. 594-598. https://doi.org/10.1177/0049085720958809 **Additional** Jha, P. & Parvati, P. (2020). National education policy, 2020: Long on Rhetoric and Short on Substance, *Economic and Political Weekly*, *50*(34), pp. 14-17. https://www.epw.in/journal/2020/34/commentary/national-education-policy-2020.html
Lecture 16	**Educational Policy and Equity in Indian context**	Deshpande, S. (2009). Inclusion versus excellence: Caste and the framing of fair access in Indian higher education. *South African Review of Sociology*, *40*(1), 127-147. https://doi.org/10.1080/21528586.2009.10425104 Deshpande, S. (2013). Caste and castelessness: Towards a biography of the 'general category'. *Economic and political weekly*, 32-39. https://www.jstor.org/stable/23527121 Madan, A. (2007). Sociologising merit. *Economic and Political Weekly*, *42* (29), 3044-3050. https://www.epw.in/journal/2007/29/special-articles/sociologising-merit.html **Additional** Velaskar, P. (2013). Reproduction, Contestation and the Struggle for a Just Education in India. In: S. Patel & T. Uys (Eds.) *Contemporary India and South Africa*, Routledge India, pp. 181-199. ISBN: 9781138662537