### Contemporary Studies

### Course 002

### Contemporary Indian Society and Education

**MAX MARKS – 100**

**INTERNAL – 20**

**EXTERNAL – 80**

Approximately 80 hours of classroom instruction, Time spent on assignments, projects etc. are additional (adding up to a total of approximately 160 hours of overall effort).

This course will be done in two parts, the first part seeks to understand the nature of Indian society and the place of education in it; the second part would deal with the policy debates on various issues relating to Indian Education.

**Section A: Understanding Contemporary Indian society**

The course seeks to enable student-teachers understand the complex nature of the Indian society, of which diversity and inequality form extremely important aspects. The Constitution of India at once seeks to promote diversity and, at the same time, reduce/eradicate inequality. In particular, this course shall try to understand the role of education in achieving these two central constitutional goals.

The ideas of social stratification and inequality will be introduced and discussed in the context of need to respect and preserve social diversity. Of the many sources of social inequality, caste, tribe, and poverty, will be highlighted. Their impact on educational curricula, access and on the everyday experience of the classroom would be discussed. Autobiographical writings and case studies would be studied to provide a closer look at the experiences of the under-privileged.

The social structure of rural and urban India and of Chhattisgarh in particular would be studied, through a mix of statistics, and village and regional studies. The role of the state, different strata of farmers, small entrepreneurs and corporations in shaping the changing social structure would be looked at. The role of education in reproducing social inequalities would be examined. Education would also be studied as a source of social mobility, thus changing one's position in the unequal system.

Objectives

1. To understand the social diversity in the state and the class room and its implication for teaching
2. To understand and be able to use some key concepts relating to social stratification
3. To understand the nature of caste and changes occurring in it; to focus attention on the scheduled castes and their education
4. To understand the problems faced by the tribal communities and the issues in education of tribal children
5. To understand how poverty affects schooling prospects of children with special reference to migrant children

**Unit 1**

**Understanding diversity in Indian society with special reference to Chhattisgarh**

Diversity in Indian society, especially in Chhattisgarh, would be explored through case studies of some villages, regions or cities. Profile of different communities in terms of their ecology, economy, language, culture and educational status will be taken up for discussion. Special focus will be on childhood in these communities and access to education. Student teachers will be encouraged to look at this diversity as a potential pedagogic resource within the class room.

1. Diversity in this class room. Getting to know the diverse socio-cultural and linguistic background of fellow students. Getting to know about how they got themselves educated
2. How can a teacher use the social background of diverse students as a resource for teaching in the class room?
3. Children at risk educationally profiling communities of children who have not been integrated well into schooling – (non-enrolment, early dropout, low achievement).
4. Poverty and Education migrant works
5. A. Migrant workers and education of migrant children

Why and how large sections of the state population undertake seasonal and long term migrations in search of livelihood; their impact on their children and their education; measures taken by the government to address issues related to education of migrant children.

1. Urban slum dwellers and the education of their children

Working and living conditions in urban slums and the responsibilities of children. Reach of schools and problems of education of slum children. Special emphasis on working children.

**Unit 2**

**Sociological concepts relating to social stratification**

Some key sociological concepts like life opportunities, discrimination, exclusion, stratification, etc. will be discussed to enable the student teachers to use them in different social contexts.

1. Life opportunities, class, status and power: frameworks of Marx and Max Weber
2. Education and its relationship with Indian social structure interrelationship between education and economy policy, caste, culture.
3. School as a social unit

* Democracy in school life
* The social climate of the school
* The role of the teacher

1. Equality of opportunities and capabilities approach of Amartya Sen
2. Social capital, cultural capital and economic capital – the approach of P Bourdieu

**Unit 3**

**Caste and education**

The caste system would be introduced with its characteristic features of endogamy, cultural hierarchy. Changes happening in the caste system in the modern period will be studied. The role of education in both reproducing and changing the caste system would also be studied. Special attention will be paid to the condition of Scheduled Castes and their access to education and experience of schooling.

1. Caste and main features? (endogamy, hereditary occupation, hierarchical status)
2. Changes in caste in the modern times: views of sociologists
3. Education and caste: role in sustaining and changing caste hierarchies
4. The position of Scheduled Castes and issues relating to their education; experience of schooling of scheduled caste children
5. Some government schemes for the inclusion of SC children in education

**Unit 4**

**Tribes and Education**

The student teachers will be introduced to the concept of tribes and their special position in Indian society. Issues relating to tribal integration into the mainstream and maintenance of tribal identities will be discussed. The impact of contemporary development on tribal population and the crises of tribal livelihoods will be discussed. The educational needs of tribal communities and their experience of modern education will be reviewed, with special reference to different models of tribal education. This will be done through case studies of tribal communities of Chhattisgarh.

1. Different tribes and their distinction from other communities?
2. Dilemmas of tribal development: integration with national mainstream or preservation of distinct identities – experiences of both models
3. Modern Education among tribal people: ‘colonial civilising mission’ model or enrichment of tribal culture model? Tribal identities, language and culture in modern education.
4. Experience of schooling of tribal children.
5. Review of some government schemes for tribal education.

**SECTION B:**

**POLICY FRAMEWORKS FOR PUBLIC EDUCATION IN INDIA**

This segment will help the student teachers to analyse policy changes on some of the key issues in education in the light of constitutional values and goals. It will conclude with a discussion on some emerging scenario in education.

Objectives

1. To understand the constitutional goals and values and provisions relating to education
2. To analyse evolution of education policy on some key issues during the post-independence period.
3. To examine some emerging concerns in the area of education.

**Unit 5**

**The making of Indian constitution and the current concerns of Indian education**

This unit will commence with a discussion of the national movement and the making of Indian Constitution. The Constitution will be seen as an evolving document rather than as a fixed and static code. The basic principles of the constitution as spelt out in the Preamble, the Directive Principles of State Policy and the Fundamental Rights and Duties will be discussed so as to identify the ‘constitutional ideals’. It will also devote time to study the provisions relating to education in Indian Constitution and their implications. The current scenario in Indian education while showing many positive features like near universalisation of access to elementary education and student retention, has also given rise to many serious concerns. Some of these relate to the quality of education, learner achievement and increasing pressure on children; others relate to institutional matters like privatisation, and stratification of schooling; private public partnership (PPP); yet others relate to the status of teachers – casualization and informalisation of teachers. Student teachers will be given an opportunity to study these concerns and prospects through case studies and other academic literature.

1. Diversification and stratification of schooling (both in the government and private schooling systems)
2. Privatisation of education and its implication for equal access to quality education
3. Concerns over learner achievement and quality of education
4. Curricular and extra-curricular load, competition and increasing pressure on children.
5. Teacher’s policy - Status of Teachers and non-teaching staff: impact of privatisation and casualization of work.
6. Preamble of the Constitution: its importance as the framework of modern Indian nation and state policies. Understanding the implications of the ideas that are enshrined in it
7. Directive Principles of State Policy: their status and the principles in them
8. Fundamental Rights and duties of citizens; their status in the constitution and implications
9. Education in Indian constitution: federalism and the role of centre and the state, minority rights, religious instruction in public schools, language policy.

**Unit 6**

**Post-Independence history of Education 1947-2010**

This unit will provide a broad survey of the history of education in India in the post-independence period. It will outline the main milestones and broad periods of this history to provide a framework to study the policy evolution.

1. Colonial legacy and nationalist critique with special reference to Gandhji will be studied and the experience of introducing Nai Taleem or basic education.

1. ‘Education for National Development

The policy perspective set out by the Kothari Commission on Education will be seen against the background of policies for industrialisation of the country and the challenge of national integration; the problem of limited implementation of the recommendations of Kothari Commission and the limited spread of education till the 1980s will be studied;

1. The ‘Right’ to education debate and the Right to Education Act

the debates surrounding the Right of Children to Free and Compulsory Education Act 2009 will be introduced to the student teachers as also the wide ramifications of the Act.

1. Universalising access ‘SarvaShikshaAbhiyan’, ‘the role schemes like mid day meal’, KGBV.

The unit will conclude with an overview of rapid progress in increasing access in the last decade, ie, 2005-2015.

1. Universelization of Education – Issues relating to extending education to all children – cast communities regions, gender, working children.

**Practicum**

1. Field based surveys of status of marginalised social groups like SC, ST, migrant workers, rural and urban poor, etc and their educational prospects.
2. Action research to understand the problems faced by children of marginalised communities in schools of different kinds.
3. Action research to understand the implementation of government schemes for education of the marginalised groups.
4. Surveys to study condition of different kinds of schools and teachers and other staff working in them.
5. Role play and dramatization of issues relating to education of marginal groups
6. Making short video films / snippets on above themes with mobile cameras / laptops and holding discussions on them.
7. Ethnographic profiling of some five communities of the state (for ex. one ST, one SC, one artisan community, one farming caste, one minority, religious community)
8. Children at risk educationally – profiling communities of children who have not been integrated well into schooling non enrolment, early dropout 100 achievement
9. Profiling of the society of one’s own village or town in term of communities professional groups, economic status, social respect, power etc.
10. Changes in caste in the modern times: experiences of student-teachers from the field.

Essential Readings

1. Position Paper of Focus Group on Education of SC and STs, NCERT
2. SC Dube, Indian Society (Also available in Hindi) NBT, Delhi
3. Russel&Hiralal, Tribes and Castes of CP & Berar
4. S. Thorat, Dalits in India, 2009
5. R Govinda, Who Goes To School? OUP, New Delhi, 2010
6. Danda, Ajit Kumar [edit.]. Chhattisgarh : An Area Study, Calcutta 1977. Anthropological Survey of India.
7. Tribal Situation in Northeast Surguja. Calcutta 1977. Anthropological Survey of India.
8. F. Haimendorf, Tribes in India, OUP
9. P. Veerbhadranaika, RevathiSampathKumaran, ShivaliTukdeoA.R.Vasavi 'The Education Question' from thePerspective of Adivasis: Conditions, Policies and Structures, NIAS, Bangalore 2011
10. The Social Context of Elementary Education in Rural India, AzimPremji Foundation, Bangalore, 2004
11. Praveen Jha, Whitherng commitments and Weakening Progress, State and Education in the Era of Neo liberal reforms, EPW, Aug 2005
12. Poverty and Social Exclusion in India, World Bank, 2011
13. GeethaNambissan, Exclusion and Discrimination in Schools: Experiences of Dalit Children, UNICEF, 2009
14. Sociology, NCERT Text books for class XI and XII
15. JP Naik& S Nurullah, A Students’ History of Education in India, Macmillan (available in Hindi)
16. Education policy documents and Commission Reports:

Mudaliar Commission, Kothari Commission, National Commission on Teachers, Yashpal Commission, National Policy on Education 1965, 1988 & 1992

Films & Documentaries

1. ShyamBenegal, Making of the Constitution (12 parts)
2. ShyamBenegal, Bharat EkKhoj (relevant parts on National movement)
3. India Untouched.