

PERSPECTIVE COURSE

SEMESTER – II

PC3 – HISTORY AND POLITICAL ECONOMY OF EDUCATION

Credits: 4

Internal: 40

Hours/Week: 4 Hrs

External: 60

Objectives

At the end of the course, the prospective teacher educators will be able to:

- understand the process of historical development in India before and after Independence;
- appreciate the interaction between political process, economic condition and education;
- know the impact of globalization on education at different levels;
- comprehend Human Development Index (H.D.I), educational reforms for improving Human Development Index in India;
- evaluate the level of resources required for better decision making ;
- sharpen the ideas for effective design and implementation of policies ;
- change the mind set on the changing social purposes of education ;
- realize the ultimate goal of Political Economy of Education as Welfare of the Public .

Unit I: Progress of Education in Ancient Indian Education and Medieval India

Vedic System (Brahmanic) of Education- educational implication- Buddhist System of Education and its implication.- Jain System of Education and its implication - Muslim system (Islamic) of Education and its implication.

Unit II: Progress of Education in India under East India Company and British Period

Educational contribution of The Portuguese, The Dutch, The French, and The Christian Missionaries. Macaulay's Minutes (1835), Woods Despatch (1854), Hunter Commission (1881-1882), Indian Universities Commission (1904), Hartog Committee (1928-1929), Wardha Scheme of Basic education (1937), Sargent Plan (1944).

Unit III: Progress of Education after Independence

Constitutional Provisions for Education- Constitutional amendments on education - Right to Education Act (2009) - Radha Krishnan Commission / University Education Commission (1948-1949) - Mudaliar Commission / Secondary Education Commission (1952-1953) - Indian Education Commission / Kothari Commission (1964-66) – New Policy of Education (1986) -National Policy of Education and Programme of Action (1992) - Yashpal Committee (1993) Chadruvedi Committee (1993)- Ambani –Birla committee (2000) – National Knowledge Commission (2006) – National Curricular Framework (2009).

Unit IV: Political Economy and Resources in Education

Teacher appointment, management and promotion- decisions -Economic growth, Social Development and poverty reduction -Inequality and the Political Economy of Education - Politics of the economic resources for policy reforms in the Education sector - Measures to check economic stability, demonetisation, issue of new currency, cancellation of subsidies, uniform taxation ,GST.

Unit V: Design and Implementation of Educational Policies

Influence of political factors on different aspects of educational reforms - Low skill jobs Vs. High educated job seekers - State and National level Educational Policy designing bodies - Educational financing and its influence on implementation of Policies.

Unit VI: Policy, Private Organization and Globalization in Indian Education and Human Capital Development

Political Economy of Education - Implications for growth, equality and social change. Role of state in policy making, financing and regulating education from primary to higher levels- Role of private organizations in financing and regulating education from primary to higher levels - Impact of Globalization on education, Liberalization, Marketization, Commercialization, and Privatization of education. Education and Human Capital Development-Education and Human development Index. -Place of India in Human Development Index.

Suggested References:

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- ❖ Pandey, R.S. (2013). *Education in Emerging Indian Society*. Agra: Aggarwal.
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