

FEBRUARY 27TH – 28TH, 2017

EDUCATION, CHANGE AND CONTINUITY

UGC/DSA GRADUATE SEMINAR

We invite scholars (advanced graduate/doctoral students) from (inter)disciplinary studies in **Humanities** and the **Social Sciences** for a stimulative debate on current issues in the field of Education. The papers must reflect one or more of the themes listed in the concept note. The papers presented, will be considered for publication in an edited volume, subject to assessment by a peer review team. For more information about the theme and sub-themes, please refer to the concept note.

Applications will be only accepted online. A complete application should include the title/subtitle, an abstract of about 250-300 words, detailed contact information including telephone number, academic affiliation, discipline, and a **brief CV** preferably in word format. The candidate must also clearly mention the sub-theme of their paper as suggested in the concept note.

The application must be submitted online to the following addresses:

2017graduateseminar@gmail.com,

gssbjnu@gmail.com

IMPORTANT DATES

Deadline for abstract submission: February 13th, 2017

Notification of abstract acceptance: February 15th, 2017

Deadline for full paper submission: February 22nd, 2017

SUB-THEMES

Education, Youth and Resistance

Curriculum and Pedagogy

Policy and Governance

Discourses of Disability

Region and Educational Disparities

Gender Discourses and Experience

Social Discrimination and Education

Use of Technology

Teacher Education and the Role of Teachers

Languages in Education

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EDUCATION, CHANGE AND CONTINUITY

**Graduate Seminar
Zakir Husain Centre for Educational Studies
School of Social Sciences
Jawaharlal Nehru University, New Delhi
27-28 February, 2017**

CONCEPT NOTE

Conceptions of change and continuity are apparent in various social science disciplines to account for the nature of social life at different degrees in a particular historical time. Change takes place in society because of modifications in social relationships. All societies are characterized by such change at different rates, by complex processes and in several directions. The term continuity, on the other hand, cannot be defined as the absence of change. Instead, there are structures in society which are inherently resistant to change, and in this sense, one can refer to them as being agents of social continuities. Therefore, change and continuity are interrelated terms where social change is itself continuity. The state of an individual too, undergoes radical transitions. The self is a relatively stable set of perceptions of who we are in relation to ourselves, and others, and to the society. In that sense, the self is socially constructed as it is shaped through an interaction with others. Similarly, paradigmatic shifts happen in the society because of sudden and dramatic changes. Making sense of change and continuity across space and time can guide us to find our own place in history.

History, to that extent, is conceived as a study of change that occurs over a period of time. The notions of change and continuity are bound by history as they are fundamentally shaped by direct human experiences. In the studies on politics, change and continuity have not only been understood as a change in political regimes but also, political structures and institutions such as democracy, parliaments or political parties. The state and its political ideologies too, recourses change. Public policies are the direct sites for realizing a desirable change and thereby progress. Psychology, in fact, views the dynamic relationship between the individual and society in a state of reciprocity in terms of mutual change. Change and continuity run on a continuum as individuals may embrace and be agents of change. On the other hand, there are also resistances to change to maintain the status quo as individuals belong to various social groups from which

they derive their social identities. Given the nature of hierarchical and unequal positions based on their identities, groups would respond to their unequal positioning in the society. Depending upon the nature of membership and the individual's location in the group, agencies are motivated that maintain continuity/status quo. Similarly, perceiving impermeability, illegitimacy, instability, and injustice in social membership may encourage them to resist/revolt, act as a collective to challenge status quo, and bring social change. The investigation of social change from the economic point of view addresses the questions of public policies, and the availability of and accessibility to resources held by the state and society. Moreover, demands and supplies of various commodities change due to a plethora of factors and at times even continue at a steady rate. This highlights the changing nature of the market with some characteristics of continuity too. Further, a variety of social factors too, shape the various ways in which global as well as regional economies function.

Education has been a contested site for understanding the nature, process, content and course of change as well as continuity. The draft of the New Education Policy, 2016 for instance, promotes Sanskrit through which the ruling regime opts for a structural change; while in the domain of literacy, the existing initiatives were to be strengthened. Also, some of the changes seem to be more continuous whereas some of the continuities appear to have fragmented. Changes in curriculum are supposed to be frequent because of the changing aspirations and needs of society. But, there are instances where old curriculum was allowed to continue by the state without much effort. There are many instances where changes were actively demanded. For instance, the recent student protests occurring in many parts of the world are the sites where changes were simultaneously resisted, negotiated, bargained and even demanded. Continuities too, have been many times mocked at, as they are considered by many as a hindrance to progress but on the other hand, they are even needed to sustain the progresses. Thus, the educational arena cannot be comprehended through the binary lens of change and continuity, but instead their complex interplay would reveal the nuances that are inherent in them. Thus, change and continuity can be understood as two sides of the same coin because there can be immense possibilities of finding changes in continuities and continuities in changes. Moreover, not only has education itself experienced changes and continuities, but it has also triggered many changes and continuities in the society and even in individual lives. The proposed Graduate Seminar seeks to invite research

based keeping in mind one or both of these potentials at all levels of education including basic as well as higher education.

The sub-themes identified for the seminar are the following:

1. Education, Youth and Resistance – Undoubtedly, youth is the driving force of many political and social movements. Student unrest in different parts of the world has been subjected to various issues that are not immediate educational concerns alone. Moreover, the active involvement of students has been a source of interest in many research projects. Questions such as what leads the youth to participate in such activities, what has been their role in various movements that occurred in different societies and many more undoubtedly arise. However, there is an urgency to document student protests and to understand their various strategies of accepting, adapting to or resisting changes.
2. Curriculum and Pedagogy – Curriculum and pedagogy are interrelated as both affect each other in one way or the other. A plethora of questions arise in this context such as - How have the curriculum and different pedagogical practices shaped by changes and continuities in various socio-political circumstances? Who are the actors involved in the making of curriculum and pedagogy and what is the place of students in the curriculum and pedagogy?
3. Policy and Governance - Changes in education policy have been rampant with a change in the world-views, and educational institutions are expected to work accordingly. The major shift in investment patterns, market logic, and the market forces has affected the nature of education system internally. Policy language became abuzz with words like efficiency and autonomy (from the state funding), in order to enhance quality. As a result, various attempts have been made to trade the education system and off late, develop a ranking framework to enable universities in finding a place in global rankings. The shift was also reflected in the nature of regulation and governance of higher education prescribed in recent policies. The very objectives of this change stand in conflict with each other. Against this backdrop, there are certain questions which need to answered, which also highlight the conflict in policy. Can efficiency in education sector ensure quality? Is autonomy being practiced in the true sense under the given change? Would

competition between universities necessarily enhance quality? Is there a conflict between globalization and the local level aspirations?

4. Discourses of Disability – How have disability studies addressed the complexities of the education systems and posed questions over the competency of the earlier pedagogical practices as well as concepts such as “inclusion”? In what ways has critical disability studies theorized disability and how is it significant in highlighting differential treatment of people with disability through the concept of “social attitude”? What are the governmental policies for people with disability and in what ways are they being implemented at various levels?
5. Region and Educational Disparities - Equity objectives are now trending to be treated as a higher priority than overall growth in the area of education. Apart from focusing exclusively on the general notion of more equal opportunities of access to different levels of education, there is focus being put on inequalities affecting specific categories including deprived areas, rural areas, and backward regions. Regional disparities and unequal education benefits have led to uneven development and sparked off new demands on the part of backward regions. Thus, questions pertaining to change and continuity in the relationship between regional disparities and education has taken different forms which need to be addressed.
6. Gender Discourses and Experiences – How are issues of gender addressed in the textbooks and curriculum and whether these portrayals are gender sensitive? What has been the impact of the increasing number of girls and women in educational institutions and structures? What are the changing/continuing problems women and people from LGBTIQ+ communities face in schools, universities and research?
7. Social Discrimination and Education – What are the various factors that cause social discrimination and how do they affect educational opportunities? What are the various kinds of discrimination that students from non-privileged sections face? How do these students deal with discrimination in institutions such as the university and what are the various measures provided by policy-makers to protect the rights of these students? How do identities of caste, class, ethnicity, language etc. lead to social discrimination?
8. Use of Technology – What are the various ways in which technology has affected pedagogy and classroom interaction? How has technology affected the learning

mechanisms of the students in schools, universities and at home? Has the increasing use of technology actually proved beneficial to the educational arena or does it also have its limitations? Who are the people in the educational sphere that have benefited the most and the least due to technological advancements?

9. Teacher Education and the Role of Teachers – How is the availability of good quality teacher training institutions necessary for the quality of education at schools and universities? What are the factors that affect teacher effectiveness? What has been the role of teachers in the awareness and spread of education as well as in nation-building and social development?
10. Languages in Education – How does mother tongue-based bilingual or multilingual approaches to education benefit students? What is the importance of language education? What are the ways in which translations of various educational texts carried out? How does multilingual education lead to inclusive education?