



**ZAKIR HUSAIN CENTRE FOR EDUCATIONAL STUDIES
SCHOOL OF SOCIAL SCIENCES, JNU, NEW DELHI**

Organizes

UGC-CAS Graduate Seminar

On

Educational Landscapes in India's Changing Socio-Political Context

25-26 March, 2019

Venue: Committee Hall, Convention Centre, JNU

Concept Note

Education plays a critical role in human development. It enables to generate human capabilities required for the overall progress of society. It also contributes to shape and strengthen democratic institutions. Over a period of time, the educational landscape has shown exponential growth as part of state's agenda of mass education in the backdrop of the knowledge economy driven by the market forces in India. Although such general expansion is desirable, it has not benefited much to the under-represented groups and regions of India. In fact, there are disparities between regions, widening inequalities between poor and non-poor and between social groups in accessing education. Moreover, the market-driven approaches have caused difficulties in the provision, operation and delivery of education in a diverse country like India. It is in this shifting socio-political context, the proposed seminar intends to initiate intellectual debates on the changing educational landscapes in India through an interdisciplinary framework.

One of the important goals of the Indian education system today is to improve quality. A perception that grows stronger among almost all classes of society is that the government schools have failed to deliver quality education. It not only prompted the upper and upper middle classes to move to private schools of diverse nature but a section among the poor, if not the same but more affordable alternatives. Also, shadow education market has come up as one of the most crucial agents towards salvaging and furnishing the abilities of the students and operating parallel to the mainstream education system. It has gone from being seen as just a source of supplemental income for an educated (often young) person, to being a business in its own right, part of what is now a large-scale industry. Similarly,

there is a massive expansion of private higher education system in the country which is linked with the issue of quality in a serious way. There is a growing concern that higher education is not equipping students with the requisite skills and competencies required in the knowledge economy. This leads to mismatch in the supply of educated youth from the higher education system and their demand in the labour market. Interestingly, despite the ubiquitous and growing presence of private sector in Indian education system, the contours of this change remain poorly understood.

While there is a push for private education market to flourish and promote several business strategies to commoditize the education system in India, the state intends to control what is to be taught (or not to be taught) in classrooms by modifying curricula and pedagogy. Curriculum-framing (both at school and higher education level) has created a platform for several contestations till date. There were new curriculum frameworks implemented under each ruling regime with the motive of improvisation from the previous frameworks. Each ruling Government claimed to improve the curriculum and also pledged to better them from the previous ones. However, after each framework has been introduced, it has been observed that controversies and criticisms of larger magnitude have been leveled, attesting these to be biased and ideologically oriented. Therefore, it is important to discuss the issues on curriculum reforms and the new challenges of teaching-learning that the Indian education system is confronting in contemporary times. Also, there is growing urgency to debate on education and pedagogical practices to be inclusive as it involves diverse cultural sensibilities such as gender, caste, religion, region, disabilities etc. The question of inclusiveness needs to be further examined on whether education policies adequately address the issues such as infrastructure, institutional mechanism, governing structure, teacher-student orientation etc.

Even while some of the themes have sociological, psychological and economic dimensions, they may be historicized. The history of Indian education largely spans colonial and post colonial aspects of growth and development of educational institutions; either traces chronology or underline connections between colonial educational policies and its ideological underpinnings. Recent post colonial perspectives draw attention towards the impact of these ideologies and strategies towards exercising power and domination over colonial subjects. Post colonial histories of education thus highlight the effects of these strategies that are believed to have irreversibly affected modes of cultural reproduction and have led to further fragmentation in society. In this context, it is important to critically examine diverse histories of education which involves multiple sites of teaching and learning, changing constellations of knowledge, cognitive transformations in science education, and scientific processes such as print cultures, multilingual education, and social and scientific knowledge transactions.

The theme of the seminar "*Educational Landscapes in the Changing Socio-Political Contexts in India*" gives graduate students an opportunity to debate on several important issues of the Indian education system. Aligning with the centre's mandate for teaching and research in educational studies from an interdisciplinary social science perspective, research papers are invited on theoretical, conceptual and methodological issues on the theme of the

seminar. We encourage young researchers to contribute original research papers on following sub-themes which are indicative but not exhaustive:

- Expansion, Equity and Social Justice in Education
- Exploring Multiple Sites of Inclusive Education
- Social Diversity, Inequality and Academic Competence
- Curriculum Reform ,Critical Pedagogy and Teacher Education
- Conceptions of Language, Culture and Identity in Education
- New Challenges of Teaching-Learning
- Culture of Governance and Question of Autonomy
- State-Market Oriented Provisions and Delivery in Education
- Privatization, Knowledge Economy and Diaspora
- Education, Skill and Labour Market Dynamics
- The Crisis of the University and Higher Education
- Globalisation and the Changing Constellations of Knowledge
- Institutional and Cognitive Transformations in Science Education
- Science Education, Multiculturalism and other Knowledge Systems

Please submit your abstract for the seminar to: graduateseminar2019@gmail.com by 25 February, 2019. Also, please direct any questions to this email.

Format for submitting the abstract: Cover page should include title of the paper, name of the author, institutional affiliation, contact detail (including email id and mobile no.) The first page of the manuscript (after the cover page) should contain title of the paper, sub-theme(s) of the seminar, abstract (not exceeding 500 words) and keywords The abstract should highlight motivation of the study, key research questions and objectives, data and method, and major findings of the paper. Submission should be made in MS Word format	Important deadlines: February 25, 2019 – Submission of abstract March 01, 2019 – Announcement of acceptance of the abstract March 20, 2019 – Submission of full paper 25-26 March, 2019 – Seminar
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Seminar Coordinator:

Dr. Pradeep Kumar Choudhury

Organizing Committee:

Graduate Students of Zakir Husain Centre for Educational Studies,
School of Social Sciences,
Jawaharlal Nehru University,
New Delhi