

Course Code: FPHPE

HISTORICAL AND POLITICAL ECONOMY OF EDUCATION IN INDIA

Course Objectives:

The prospective teacher-educators will be able to:

1. acquire knowledge on education and its agencies
2. develop understanding about the educational system of ancient India
3. develop understanding about the educational system of medieval India
4. list out the educational contributions of Christian Missionaries and the East India Company
5. analyse the major recommendations of various educational committees and commissions during the British rule
6. develop understanding about the educational provisions spelt out in the Indian constitution
7. analyse the major recommendations of various educational committees and commissions after Indian independence
8. recognise the important role of education in promoting nationalism and international understanding
9. examine the Indian political policy of education
10. critically evaluate the changing economic policy in developing education.

UNIT – I: EDUCATION AND ITS AGENCIES

Education: Meaning, definition, concept - Aims of Education, Functions of Education - Forms of Education: Formal, Non-formal and Informal - Agencies of Education: Formal, Non-formal and Informal agencies of education.

UNIT – II: EDUCATION IN ANCIENT INDIA

Vedic System of Education and its Educational implications – Buddhist System of Education and its educational implications – Jain System of Education and its educational implications.

UNIT – III: EDUCATION IN MEDIEVAL INDIA

Indigenous Education: Nature, types and its implications – Islamic Education: Nature, types and its implications.

UNIT – IV: EDUCATION UNDER THE EAST INDIA COMPANY

Educational contributions of The Portuguese, The Dutch, The French, The Danish and The English Christian Missionaries – Educational contributions of the East India Company: Charter Act (1813), Charter Act (1833), Macaulay's Minutes (1835), Wood's Despatch (1854).

UNIT – V: EDUCATION UNDER THE BRITISH RULE

Hunter Commission (1881-1882) – Indian Universities Commission (1902) – Indian Universities Act (1904) – Sadler Commission (1917-1919) – Hartog Committee (1928-1929) – Abbot-Wood Report (1936-1937) – Wardha Scheme of Basic Education (1937) – Sargent Plan (1944).

UNIT – VI: INDIAN CONSTITUTIONAL PROVISIONSON EDUCATION

Preamble of the Constitution – Seventh Schedule of the Constitution: Central List, State List and Concurrent List – Directive Principles of State Policy and Education – Constitutional Amendments on Education – Right to Education Act(2009).

UNIT – VII: DEVELOPMENT OF EDUCATION IN INDEPENDENT INDIA

Radhakrishnan Commission (1948–1949) – Mudaliar Commission (1952-1953) – Kothari Commission (1964-1966) – New Policy of Education (1968,1986) – Revised National Policy of Education and Programme of Action (1992) – Yashpal Committee (1993) – Chadurvedi Committee (1993) – Ambani-Birla Committee (2000) – National Knowledge Commission (2006).

UNIT – VIII: EDUCATION FOR NATIONAL INTEGRATION AND INTERNATIONAL UNDERSTANDING

Nationalism: Meaning, C Concept, Factors affecting international understanding, Education and International Understanding.

UNIT – IX: POLITICAL POLICY OF EDUCATION IN INDIA

Education for the elite group – Education for Democracy, Secularism, Socialism, Social Change and Modernization - Education for Knowledge Economy – Brain Drain and Brain Gain – National Skill Development Mission - Education for Human ResourceDevelopment.

UNIT – X: ECONOMICS OF EDUCATION

Financing of Education in Ancient and Medieval Period: Individual Contributions (Guru Dhakshanai), Religious Charities (Hinduism, Buddhism, Jainism, Islam and Christianity) – Philanthropic Contributions (Rulers and Individuals) – Grant-in-aid System of East India Company – Financing of Education in Free India: Public (Union and State Governments) and Private Funding, Public-Private Partnership Funding – Five Year Plans and Educational Development: Welfare Economic Approach (Public Funding) – New Economic Policy and Education: Privatization of Education, Internationalization of Education (Exporting and Importing ofEducation).

SUGGESTED ACTIVITIES:

1. Visit any one the formal or non-formal agencies of education and submit a report on the mode of its functioning.
2. Report presentation on “Success of Implementing Right to Education Act rests with the Government Machineries or CommonPeople”.
3. Seminar presentation on “Role of Education in Nation BuildingActivities”.
4. Present a report on the changing educational policies since Indianindependence.

5. Report presentation of the debate on “Brain Drain and Brain Gain in the Indian context”.

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