

Political Agenda of Education

A Study of the Educational
Policy of the Government of India

By the author of 'The Education of India'

K. K. K. K.



Political Agenda Of Education A Study Of Colonialist And Nationalist Ideas

Arathi Sriprakash



Political Agenda Of Education A Study Of Colonialist And Nationalist Ideas:

Political Agenda of Education Krishna Kumar, 2005-04-07 When it was first published in 1991 Political Agenda of Education was hailed as an outstanding contribution to educational theory This thoroughly revised edition sharpens the focus and explanatory range of the original framework In particular the author has incorporated the complex terrain of gender and girls education while bringing in a more nuanced discussion of caste as a factor of equality in educational opportunity The book is divided into two parts Part I analyzes the circumstances surrounding the establishment of a colonial system of educational administration and the implications it had for both teaching and curriculum Part II locates educational reform within the dynamics of the three major quests of the freedom struggle the demand for equal participation in education by the lower castes the quest for self identity and the idea of progress Krishna Kumar uses the history of ideas to develop insights which are highly relevant for the challenges facing the system of education in India and the rest of South Asia today

Political Agenda of Education Krishan Kumar, 1991-09-07 The author of this work examines India s educational development over the past 150 years in the context of political positions and ideologies The central argument is that while the colonial and nationalist discourses were intended to convey divergent messages they used the same vocabulary for important education concepts The terms of educational discourse that are in current use have sprung from this ambivalent heritage

Education and Modernity in Colonial Punjab Michael Philipp Brunner, 2020-11-23 This book explores the localisation of modernity in late colonial India As a case study it focuses on the hitherto untold colonial history of Khalsa College Amritsar a pioneering and highly influential educational institution founded in the British Indian province of Punjab in 1892 by the religious minority community of the Sikhs Addressing topics such as politics religion rural development militarism or physical education the study shows how Sikh educationalists and activists made use of and localised communal imperial national and transnational discourses and knowledge Their modernist visions and schemes transcended both imperialist and mainstream nationalist frameworks and networks In its quest to educate the modern Sikh scientific practical disciplined and physically fit the college navigated between very local and global claims opportunities and contingencies mirroring modernity s ambivalent simultaneity of universalism and particularism

The Elementary Education System in India Rashmi Sharma, Vimala Ramachandran, 2012-04-27 This book focuses on the failure of elementary education since Independence which is usually seen as the result of simplified phrases like lack of political will because of poverty etc This book looks at the system as a whole infrastructure quality of teaching privatisation nutritional incentives curriculum It contains samples from two states namely Rajasthan and Andhra Pradesh

Operation Blackboard Caroline Dyer, 2001-01-01 Ever since it was first written into the new nation s Constitution in 1950 achieving universal elementary education has proved an elusive goal for India Caroline Dyer s book looks at the failure of the Operation Blackboard scheme to establish a minimum norm of essential facilities for primary schools but argues that in spite of its failure the scheme has

been rich in important policy lessons She considers two in particular First that the prevailing view of implementation is deeply flawed the evidence shows it is not something straightforward following on automatically from the policy blueprint The second is that teachers are central to meaningful educational change and must understand the hows and whys of changes if they are to implement them The lessons she draws are of service to policy makers and administrators in all educational contexts

Words of Her Own Maroona Murmu,2019-11-05 Words of Her Own situates the experiences and articulations of emergent women writers in nineteenth century Bengal through an exploration of works authored by them Based on a spectrum of genres such as autobiographies novels and travelogues this book examines the sociocultural incentives that enabled the dawn of middle class Hindu and Brahmo women authors at that time Murmu explores the intersections of class caste gender language and religion in these works Reading these texts within a specific milieu Murmu sets out to rectify the essentialist conception of women s writings being a monolithic body of works that displays a firmly gendered form and content by offering rich insights into the complex world of subjectivities of women in colonial Bengal In attempting to do so this book opens up the possibility of reconfiguring mainstream history by questioning the scholarly conceptualization of patriarchy being omnipotent enough to shape the intricacies of gender relations resulting in the flattening of self fashioning by women writers The book contends that there were women authors who flouted the norms of literary aesthetics and tastes set by male literati thereby creating a literary tradition of their own in Bangla and becoming agents of history at the turn of the century

Liberal Education and Its Discontents Shashikala Srinivasan,2018-08-06 What explains the peculiar trajectory of the university and liberal education in India Can we understand the crisis in the university in terms of the idea of education underlying it This book explores these vital questions and traces the intellectual history of the idea of education and the cluster of concepts associated with it It probes into the cultural roots of liberal education and seeks to understand its scope effects and limits when transplanted into the Indian context With an extensive analysis of the philosophical writing on the idea of university and education in the West and colonial documents on education in India the book reconstructs the ideas of Gandhi and Tagore on education and learning as a radical alternative to the inherited European model The author further reflects upon how we can successfully deepen liberal education in India as well as construct alternative models that will help us diversify higher learning for future generations Lucid extensive and of immediate interest this book will be useful for scholars and researchers interested in the history and philosophy of education and culture social epistemology ethics postcolonial studies cultural studies and public policy

The Indian Metamorphosis Arup Maharatna,2018-07-21 This book examines various ideational attitudinal and intellectual impasses that are becoming glaringly apparent on several fronts and which have held back India s balanced steady and uniform development and transformation post independence It argues that all of these ideational and attitudinal aberrations stem from one basic fact namely that India throughout the entire period since the onset of modern industrial secular civilization at the global level has

somehow managed to evade the core ideas and values of the western Enlightenment movement leaving unfinished the crucial task of modernizing and secularizing the mindsets and outlooks of its people on a mass scale a task that has historically and globally been the backbone of sustained modern material development with socio political stability Further it suggests that this enormous failure is crucially linked to key shortcomings in Indian mainstream thinking and the imaginations and visions in general and as such is also linked with confused educational ideas and content particularly at the elementary level since the country gained independence The book maintains that Indian curricula and educational content at the school level has been consciously designed to guard against the core values and ideas of the Enlightenment which could have made the typical Indian mind more rational reasonable mature and secular resulting in much lower degrees of unreason raw sentiments and emotions than have been hitherto entrenched in it The book further sketches the genesis and impact of the currently dominant neoliberal ideas and thinking that have invaded the entire educational universe and its philosophy around the world Lastly it examines and assesses the latter s far reaching ramifications for current Indian educational philosophy pedagogy and practices and proposes concrete remedial directions for public policy and action

Transforming Teachers' Work Globally Eija Kimonen, Raimo Nevalainen, 2014-01-02 As societies change so do the needs of students in their education systems This volume argues that the core professional responsibility of today s teacher is to create learning environments in which teaching and learning are linked to real life situations

The Shifting Sands of Educational Philosophy in India KHRITISH SWARGIARY, 2025-05-01 The journey of a nation is often charted through the evolving philosophies that guide its progress and nowhere is this more evident than in the realm of education As India transitioned from the throes of colonialism to the promise of self determination the imperative to forge a cohesive equitable and progressive educational system became paramount This book *The Shifting Sands of Educational Philosophy in India A Critical Analysis of the National Policies on Education 1968 1986 2020* embarks on a critical exploration of this very trajectory not merely as a chronological recounting of policy documents but as a deep dive into the underlying intellectual currents and societal forces that have shaped and been shaped by these landmark pronouncements Our endeavor distinguishes itself by moving beyond a descriptive account of the three National Policies on Education NPEs Instead we adopt a unique lens one that scrutinizes these policies through the prism of evolving educational philosophies We contend that each NPE those of 1968 1986 and its subsequent modification in 1992 and 2020 is not a discrete entity but rather a reflection of the dominant socio political zeitgeist and the prevailing ideas about the purpose and practice of education By situating these policies within their specific historical contexts we aim to unravel the intricate dance between societal aspirations political ideologies and the formulation of educational blueprints This book seeks to answer fundamental questions that lie at the heart of India s educational journey What were the core philosophical underpinnings that informed each policy How did the socio political landscape of the time marked by its own unique challenges and opportunities mold these philosophies And crucially how did these policies in turn aspire to shape the

very fabric of Indian society By meticulously examining the underlying ideologies the intended societal outcomes and the practical implications of each policy we illuminate the threads of continuity the points of divergence and the moments of radical reorientation that mark India's educational evolution To achieve this nuanced understanding the book is structured in three distinct yet interconnected parts Part I Laying the Foundation Context and Theoretical Framework sets the stage by tracing the early debates and influences that led to the first NPE introducing the key philosophical concepts that will serve as analytical tools throughout our exploration It also establishes the theoretical lenses drawing from sociological political and philosophical perspectives that will enable a rigorous and multifaceted analysis Finally this section provides a crucial historical overview of the socio political landscape of India from independence to 2020 underscoring the dynamic context within which these policies were conceived and implemented Part II Deconstructing the National Policies on Education delves into the heart of our inquiry dedicating individual chapters to each of the three NPEs For each policy we undertake a detailed examination of its philosophical underpinnings key provisions the socio political context of its formulation the challenges and successes of its practical implementation and a critical assessment of its internal logical reasoning This structured approach allows for a thorough and comparative understanding of each policy in its own right Finally Part III Comparative Analysis and Future Directions draws together the threads of our analysis Through a comparative lens we identify the continuities and discontinuities across the three NPEs in terms of their philosophical orientations focus areas proposed structural changes emphasis on equity and social justice and the envisioned role of the state and private sector The concluding chapter synthesizes our key findings reflects on the enduring legacy of these policies and offers insights into the potential future trajectories of educational policy in India addressing critical questions about the extent of goal attainment persistent challenges the potential impact of NEP 2020 and alternative philosophical approaches that could inform future directions The strength and originality of this book lie in its consistent application of philosophical frameworks to dissect the policies moving beyond mere descriptive analysis to offer a deeper and more nuanced understanding By explicitly linking the policies to the prevailing socio political contexts we provide a richer and more historically grounded analysis Furthermore our approach is inherently critical evaluating the underlying assumptions internal logic and practical implications of each policy The comparative perspective adopted throughout the latter part of the book illuminates the evolution of educational thinking in India and identifies crucial turning points in its trajectory This work is grounded in theoretical rigor drawing upon established theories of education sociology and political science It seeks to be practical by examining the implementation challenges and real world impact of the policies Above all it strives for logical reasoning analyzing the internal consistency and the anticipated consequences of the proposed strategies within each policy in relation to their stated aims Maintaining a scholarly tone and grounding our analysis in historical documents policy texts and existing scholarly literature we aim to contribute a well researched and insightful perspective to the ongoing discourse on Indian education We trust that this

critical engagement with the National Policies on Education will offer valuable insights for academics policymakers educators and anyone invested in understanding the forces that have shaped and will continue to shape the educational landscape of India

Curriculum Studies in India W. Pinar, 2015-02-19 Curriculum Studies in India examines Indian scholars in dialogue regarding their intellectual life histories and subjective investments in their field With chapter introductions by William Pinar scholars explore their intellectual history and present circumstances of curriculum studies in India emphasized by their own engagement and research These works demonstrate the rapidity and scale of economic growth today and how it creates conflict dislocation inequality and echoes of a colonial past now present in globalization Pinar and his contributors conclude that historical discontinuities cultural conflict economic globalization and political tension characterize the present circumstances of curriculum studies in India

Pedagogies for Development Arathi Sriprakash, 2012-01-24 Pedagogies for Development takes a sociological approach to examine the introduction of child centred education in contemporary Indian policy and school contexts It investigates the promise of democratic learning in development discourses to ask how far child centred models can address poverty and social inequalities in rural Indian communities Drawing on in depth ethnographic research conducted in the south Indian state of Karnataka the book offers a multi level analysis of international national and state education practices of pedagogic reform The book contributes to pressing debates about how quality education should be conceptualised and assessed in development contexts and brings into focus the assumptions which associate schooling to social justice

Colonialism as Civilizing Mission Harald Fischer-Tiné, Michael Mann, 2004-03 Ranging from studies on sport and national education and pulp fiction to infanticide psychiatric therapy and religion these essays on the various forms expressions and consequences of the British civilizing mission in South Asia shed light on a topic that even today continues to be an important factor in South Asian politics

Constructing Modern Asian Citizenship Edward Vickers, Krishna Kumar, 2014-12-05 In many non Western contexts modernization has tended to be equated with Westernization and hence with an abandonment of authentic indigenous identities and values This is evident in the recent history of many Asian societies where efforts to modernize spurred on by the spectre of foreign domination have often been accompanied by determined attempts to stamp national variants of modernity with the brand of local authenticity Asian values Chinese characteristics a Japanese cultural essence and so forth Highlighting or exaggerating associations between the more unsettling consequences of modernization and alien influence has thus formed part of a strategy whereby elites in many Asian societies have sought to construct new forms of legitimacy for old patterns of dominance over the masses The apparatus of modern systems of mass education often inherited from colonial rulers has been just one instrument in such campaigns of state legitimation This book presents analyses of a range of contemporary projects of citizenship formation across Asia in order to identify those issues and concerns most central to Asian debates over the construction of modern identities Its main focus is on schooling but also examines other vehicles for

citizenship formation such as museums and the internet the role of religion in particular Islam in debates over citizenship and identity in certain Asian societies and the relationship between state centred identity discourses and the experience of increasingly globalized elites With chapters from an international team of contributors this interdisciplinary volume will appeal to students and scholars of Asian culture and society Asian education comparative education and citizenship

Childhoods in India T. S. Saraswathi, Shailaja Menon, Ankur Madan, 2017-08-31 This book highlights the significance of an interdisciplinary approach to understanding children and childhoods in the Indian context While it is recognised that multiple kinds of childhoods exist in India policy and practice approaches to working with children are still based on a singular model of the ideal child rooted in certain Western traditions The book challenges readers to go beyond the acknowledgement of differences to evolving alternate models to this conception of children and childhoods Bringing together well known scholars from history politics sociology child development paediatrics and education the volume represents four major themes the history and politics of childhoods deconstructing childhoods by analysing their representations in art mythology and culture in India selected facets of childhoods as constructed through education and schooling and understanding issues related to law policy and practice as they pertain to children and childhoods This important book will be useful to scholars and researchers of education especially those working in the domains of child development sociology of education educational psychology public policy and South Asian studies *The Routledge Handbook of Education in India* Krishna Kumar, 2021-09-30 This comprehensive handbook introduces the reader to the education system in India in terms of its structural features its relations with society and culture and the debates that have shaped the present day policy ethos The book provides an overview of major debates that have shaped India's education systems as well as the significant issues within higher and school education education studies and policies Expert scholars provide a lucid analysis of complex themes such as the equity access and the quality of education The volume also examines legal provisions and policies shaping the distribution structure and curricular issues in major areas of knowledge as well as the provision of schools for the marginalised economically weak and people with disabilities This new edition includes an analysis of the private sector's participation in higher education and the technical and vocational education and training systems in India This handbook will serve as a valuable resource and guide to educators and public policy practitioners seeking information about India's contemporary educational challenges It will also be useful to scholars and researchers of education public policy and administration sociology and political studies as well as think tanks the media policy makers and NGOs *Pedagogy and Prescribed Capabilities* Charusheel Tripathi, 2025-02-11 This book questions the validity and reliability of conventional measures of quality education such as enrolment ratio retention rates pupil teacher ratio drop out rates learning outcomes of children in foundational literacy and arithmetic and availability of infrastructural facilities henceforth demanding its recalibration It moves away from easily commensurable indicators and actively pursues descriptive indicators of quality which

directly focus on educational processes taking place within the classroom and the factors influencing them. By interacting with the two primary stakeholders i.e. teachers and students, this book draws a link between what is happening within classrooms vis-à-vis the macro level governmental policies. The strength of the book lies in its methodological approach to understanding whether students and teachers are able to actualize their capabilities as pledged to them under official educational programmes. By doing so, the author deems to alter the narrative of how quality of education is visualized, hoping that these revelations have developmental implications for not only India but also the entire international community engaging with the questions of what and how of quality in school education. In a nutshell, the book endeavours to find out how teachers and students fare in terms of realization of their prescribed capabilities. This book would be useful to students, researchers, and teachers working in the fields of education, psychology, development studies, policy studies, social work, and sociology. It would also be an invaluable companion to policymakers and professionals from governmental and non-governmental organizations working in education and social development.

Language, Politics, Elites and the Public Sphere Veena Naregal, 2002. An intriguing look at a facet of colonialism that is rarely explored. **Routledge Handbook of Education in India** Krishna Kumar, 2017-10-17. This comprehensive handbook introduces the reader to the education system in India in terms of its structural features, its relations with society and culture, and the debates that have shaped present-day policy ethos. Expert scholars provide a lucid analysis of complex themes such as the equal distribution of educational opportunities, legal provisions shaping the opportunity structure, and curricular issues in major areas of knowledge. The volume provides a general overview of India's education system and examines key and current issues that face higher and school education: the examination system, disciplines of social sciences, curriculum, teachers, law, coaching, and unemployment. This handbook will serve as a valuable resource and guide to anyone seeking authentic information about India's contemporary educational challenges in relation to its society, economy, and politics. It will be useful to scholars and researchers of education, public policy, and administration, sociology, and political studies, as well as practitioners, think tanks, those in media, government, and NGOs.

History and Politics In Post-Colonial India Michael Gottlob, 2011-05-30. The writing of history in India has been fraught with controversies. From the storm over textbooks in the 1970s and the furore over the Babri Masjid in the 1990s to the flaring up of religious sentiments over beef eating and the Ram Sethu, this book provides a synoptic view of teaching and writing of history in post-colonial India. Michael Gottlob explores historical research and teaching as important components contributing to the development of a national identity and ideas of citizenship in post-colonial India. He shows how the urge to decolonize and recover the self has given rise to several approaches that attempt to reclaim Indian history from its colonial past. The book discusses diverse areas like methodological research and public use of history, cultural identity and diversity, nationalism and communalism, and social movements, and deconstructs their far-reaching implications in contemporary India. It also examines the role of women, Dalits, and Adivasis to understand their

position in the multicultural reality of India

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In a world defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Political Agenda Of Education A Study Of Colonialist And Nationalist Ideas**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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