

SEMESTER - I

COURSE CODE: MS1PC1

CREDITS: 4

HISTORICAL AND POLITICAL ECONOMY OF EDUCATION IN INDIA

COURSE OBJECTIVES:

CO1: Develop understanding about the educational system of ancient, medieval India.

CO2: Develop understanding about the constitutional provisions for education constitution.

CO3: Analyse the major recommendations of various educational committees and commissions after Indian independence.

CO4: Examine the impact of Indian political policy on education.

CO5: Critically evaluate the changing economic policy on education.

UNIT-I: EDUCATION IN PRE-INDEPENDENT INDIA

Gurukul system of education - Buddhist and system of education - Islamic system of education - Education during the colonial period: The English Christian Missionaries, Charter Act (1813), Macaulay's Minutes (1835), Wood's Dispatch (1854), Hunter Commission (1882), Abbot-Wood Report (1936-37), Wardha Scheme of Basic Education (1937).

UNIT - II: CONSTITUTIONAL PROVISIONS FOR 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).



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UNIT – III: EDUCATION IN POST-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 Policy on Eductaion(2020).



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UNIT – IV: 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 Resource Development.

UNIT – V: ECONOMICS OF EDUCATION

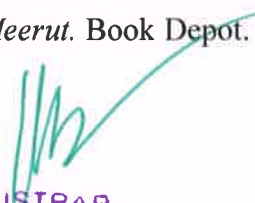
Financing of Education in Ancient and Medieval Period: Individual Contributions (Guru Dhakshanai), Religious Charities (Hinduism, Buddhism, Jainism, Islam and Christianity) - Philanthropic Contributions (Rulers and Individuals) - Grant-in-aid System of East India Company - Financing of Education in Free 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 of education).

SUGGESTED ACTIVITIES:


1. -Gurukul system of education had developed strong bondage between Guru and Sishiya. Discuss.
2. Put forth your ideas to effectively implement the constitutional provisions for educating the marginalised section of people in India.
3. Examine the impact of National Policy of Education (1986) in our country.
4. Present a seminar paper and present it on the theme -Education is an investment.
5. What are your suggestions to improve public-private partnership in education?

TEXTBOOKS:

1. Aggarwal, J. C. (2009). *Recent developments and trends in education*. Shipra Publications.
2. Biswas, A. & Agarwal, S.P. (1994). *Development of education in India*. Shipra Publications.
3. Chandra, S.S., et al. (2008). *Indian education development, problems, issues and trends*, Meerut. Book Depot.


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4. Gupta, S. (2011). *Education in emerging India*. Shipra Publications.
5. Lal & Sinha. (2011). *Development of Indian education and its problems*. R.Lal Book Depot.
6. Mohanty, Jagannath. (2011). *Dynamics of educational thoughts and practices*. Shipra Publications.
7. Prasad, Janardan. (2009). *Education and society*. Kanishka Publications.

SUPPLEMENTARY READINGS:


1. Seema, Sharma. (2004). *History of education*. Anmol Publications.
2. Suresh, Bhatnagar & Madhu, Mullick. (2008). *Development of educational system in India*. R.Lal Book Depot.
3. Report of the University Education Commission (1948-49) Ministry of Education Government of India.
4. Report of the Secondary Education Commission (1952-53) Ministry of Education and Social Welfare. New Delhi: Government of India.
5. Report of the Education Commission (1964-66) Education and National Development. New Delhi: NCFERT.
6. Sharma, S. (2005). *History and development of higher education in free India*. ABD Publishers.

E – RESOURCES:

1. http://www.aqu.cat/elButlleti/butlleti75/articles1_en.html#.WBBFTxKYiLo
2. <http://www.skilldevelopment.gov.in/assets/images/Mission%20booklet.pdf>
3. <http://www.go.worldbank.org/6C7DK7W520>


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COURSE OUTCOMES:

After completing this course, the students will be able to:

CO1: explain the historical development of Indian education.

CO2: understand the significance of seventh schedule of the Indian constitution in educating the masses of our country.

CO3: describe the terms of reference various educational committees and commissions after Indian independence.

CO4: list the salient aspects of National Skill Development Mission.

CO5: understand the relationship between education and economic development.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓	✓							✓								
CO2	✓								✓		✓						
CO3	✓								✓	✓							
CO4	✓								✓							✓	
CO5	✓	✓							✓								


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