

## Master of Education (M.Ed.)

**Title of the Course: S.He.1(u) Policy, Perspective, and Socio-Cultural Discourses in Higher Education**

**(Semester: I, II, III & IV)**

**Credits: 4**

**MM: 100 (External: 70 Internal: 30)**

**Contact Week 15**

### Introduction of the Course

This course aims to delve deeper into the policies and perspectives of higher education discourse before and after independence in the Indian context. It also develops an understanding and critical perspective among the students about the five pillars of higher education and their relation to socio-cultural concerns, which led to issues and challenges like inequality, lack of quality research, resource unavailability, unemployability, etc. The capabilities approach shifts the focus of policy and development analysis from resources to capabilities. This course will also provide a basic understanding of sociological theories, including human capital, further developing a socio-cultural understanding of higher education.

### Learning Outcomes

After completion of the course, students will be able to:


1. To critically understand the perspective, Process, and Dynamics of Policies Concerning Higher Education
2. To locate higher education concerns, challenges, and issues concerning the five pillars of higher education.
3. To conceptualize the socio-cultural theoretical basis of higher education.
4. To critically understand the role of the intersectionality of Indian Society in Higher Education Discourse.

**Number of Units (4)**

**Weeks 15 = 60 hours**

**Unit 1: Perspective, Process, and Dynamics of Policies Concerning Higher Education**

**(4 weeks = 16 hours)**

  
**Head/Dean**  
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- Critical understanding of the historical forces responsible for policies in higher education before and after independence,
- Analysis of commissions, committees, reports, and interfaces with changing contexts. (Radha-Krishnan Commission (1952), Education Commission (1966-68), National Policy on Education - 1986, NEP 2020.
- Development of Higher Education in Constitutional Context and Changing Dynamics in Centre-State Connection with Special Reference to Financing in Higher Education.

**Unit 2: Access, Equity, Quality, Affordability, and Autonomy in Higher Education.**

(4 weeks = 16 hours)

- Understanding the five Pillars of Higher Education concerning the role of higher education in terms of accessibility, equity intervention, equality, quality concerns,
- Autonomy of higher education institutions concerning issues, challenges, and concerns.

**Unit 3: Socio-Cultural Perspective of Higher Education**

(4 weeks = 16 hours)

- The socio-cultural theoretical basis of higher education is conceptualized by delving deeper into the underpinnings of structural-functional, conflict, interactions, and liberal theories: Paulo Freire, P. Bourdieu, and Basil Bernstein.
- Human Capability Approach (Amartya Sen, Martha Nussbaum)

**Unit 4: Higher Education Discourse and Intersectionality**

(3 weeks = 12 hours)

- Discourse of caste, gender, and class.
- Regional imbalance and the exclusion of marginalized sections in higher education.

**Practicum/ Suggested Projects / Assignments**

1. Students must do a book review in any area of Socio-Cultural Discourses in Higher Education
2. A seminar presentation on any topic of Policy or Socio-Cultural Discourses in Higher Education
3. A critical reflection in 1000-1500 words on an issue & challenges of Higher Education concerning five pillars of Higher Education
4. Summary of any of the three-classroom discussion
5. A field study on any issue of caste, gender, and class marginalization in Higher Education.

**Note:** On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

## Essential/ Recommended Readings

- Folbre, N. (2006). Measuring Care: Gender, Empowerment, and the Care Economy. *Journal of Human Human Development*. v-7, n-2. Pp. 183-199.
- Patnaik, Prabhat (2012). Affirmative Action and the “Efficiency Argument” in Zoya Hasan and Martha C Nussbaum (Eds). *Equalizing Access Affirmative Action in Higher Education in India, United States, and South Africa*, Oxford University Press, New Delhi, 2012.
- Amartya Sen (2009). *The Idea of Justice*, Allen Lane and Harvard University Press
- Bandyopadhyay, Madhumita and Ramya Subramanian (2011). Gender Equity in Education: A Review of Trends and Factors. In R. Govinda (Ed.) *Who Goes to School? Exploring Exclusion in Indian Education*, OUP, New Delhi.
- Bernstein, Basil (1977): *Social Class and Linguistic Development: A Theory of Social Learning* in A. Halsey et al. (eds.) *Education, Economy and Society*, Free Press, New York, pp. 288-314.
- Bhushan, S. (2019). Higher Education Policy: Accountability Versus Capabilities. In: Bhushan, S. (eds) *The Future of Higher Education in India*. Springer, Singapore. [https://doi.org/10.1007/978-981-32-9061-7\\_13](https://doi.org/10.1007/978-981-32-9061-7_13)
- Bhushan, Sudhanshu. *Institutional Autonomy and Leadership in Higher Education*, IHER Report, 2015, Sage Delhi, 2016.
- Bourdieu, P. (1974): ‘Cultural Reproduction and Social Reproduction’ in R. Brown (ed.) *Knowledge, Education and Social Change*, Taylor and Francis, London, pp. 71-84.
- Chanana, Karuna (2001). The social context of women’s education in India 1921-47. In K. Chanana, *Interrogating Women’s Education*, Rawat Publications: Jaipur and New Delhi, pp. 83-126.
- Deshpande, Satish (2006). Exclusive Inequalities: Merit, Caste and Discrimination in Indian Higher Education Today, *Economic and Political Weekly*, Vol. 41, No. 24 (Jun. 17-23, 2006), pp. 2438-2444.
- Education Commission (1966): *Education for Development: Report of the Education Commission 1964-66*, National Council of Educational Research and Training (NCERT) [Reprint 1971]: New Delhi.
- Friere, Paulo (1972): *Pedagogy of the Oppressed*. Harmondworth: Penguin.
- Government of India (1986). *National Policy on Education*. Ministry of Human Resource Development,
- Government of India (1992). *Programme of Action*. Ministry of Human Resource Development, Government of India: New Delhi.

- Government of India (2020). National Education Policy. Ministry of Human Resource Development, Government of India: New Delhi.
- Higher Education in India - Issues related to Expansion, Inclusiveness, Quality and Finance, (2008), New Delhi.
- Martha, N. (2011). *Creating capabilities – The human development approach*. Harvard University Press.
- Mathew, A.(2016).Commissions and Committees on Higher Education in India : Perspectives, Strategies and Recommendations on Major Issues in N.V. Varghese and Garima Malik (Eds): India Higher Education Report, New Delhi & London: Routledge, 41-62.
- Naik, J.P. (1979). The Education Commission and After. APH Publishing: New Delhi.
- Nambissan, Geetha B. and S. Srinivasa Rao (2013): *Sociology of Education in India: Changing Contours and Contemporary Concerns*, Oxford University Press: New Delhi.
- Report of *The Committee to Advice on Renovation and Rejuvenation of Higher Education* accessible at <https://www.aicte-india.org/downloads/Yashpal-committee-report.pdf#toolbar=0>
- Satish Deshpande and Usha Zacharias (Eds.). *Beyond Inclusion: The Practice of Equal Access in Indian Higher Education*, Routledge, 2013.
- Staveren, I. V. (2013).How gendered institutions constrain women’s empowerment, Chapters, in: Deborah M. Figart & Tonia L. Warnecke (ed.), *Handbook of Research on Gender and Economic Life*, chapter 10, pp. 150-166, Edward Elgar Publishing. DOI:10.4337/9780857930958.0002

### Teaching Learning process

Teaching will follow lecture-cum-discussions, group work, critical discussion through documents and policy analysis, reflection, and classroom presentation.

### Assessment Method

Assessment will be done through classroom participation, group engagement, term paper-cum- seminar presentation, critical readings and reflection on key articles and documents, group discussions, and semester-end examination. The weightage to internal assignment and semester-end examination will be 30 per cent and 70 per cent, respectively.

**Key Words:** Policies, access, equity, quality, affordability, autonomy, human capability, caste, gender, class