

REPORT

10th Annual International Conference of CESI

9-11 December 2019

**Theme: 'Exclusion, Inclusion and Equity in
Education'**

Hosted by

Zakir Husain Centre for Educational Studies

(Under the aegis of UGC-CAS Programme)

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The 10th annual conference of the Comparative Education Society of India (CESI) was hosted by ZHCES, JNU, during December 9-11, 2019. The inaugural session commenced with a welcome address by Dipendra Nath Das, Dean, School of Social Sciences, JNU, followed by the Presidential remarks by S Srinivasa Rao, President CESI, and Chairperson, ZHCES, JNU. The keynote address was delivered by Marcelo Caruso, Humboldt University, Berlin relating to the themes of inclusion and equity in an address titled, 'From inclusive promises to segmented inclusion: Comparing educational attainments and equity'. Caruso drawing upon the comparative histories of Latin America and Europe drew a complex picture of the idea of equity and inclusion and also shown the implicit entanglements which are present and visible in the case scenario. Moving ahead, in his chair remarks, R. Govinda, Former Vice-Chancellor, National Institute of Educational Planning and Administration (NIEPA), New Delhi, added to the arguments made by Caruso drawing from the experiences of India.

In the next Plenary session, three distinguished social scientists, namely, Amman Madan, Gopal Guru and Prabhat Patnaik came together to deliberate on 'The Idea of Equity: Multi-disciplinary Perspectives'. The session was chaired by Ratan Ghosh.

DAY 1

Parallel Session I

Session 1.1: Marginality and Education

Chair: Dr. Mandakini Jha

Radhika Chaturvedi presented a paper titled "*Marginalisation, Stigmatisation and Resistance-A Journey of Inclusion in Government Schools*" reflecting on her experiences as a researcher and a teacher-educator in two different government schools in Bangalore and New Delhi respectively. The presenter highlighted that the schools are making an attempt at inclusivity. However, better infrastructure, diversity in teacher recruitment and admission of student with special needs are only extrinsic factors to ensure inclusion in schools. True inclusion only results through teachers who are exceptionally trained and can critically reflect on their own ideas and morals, educators who can comprehend the true meaning of the aims of education and the vision of a democratic

society and administrators, who, through their position in the power hierarchy, can alter the discourse of inclusion in school education. The paper suggested that such an approach will have intrinsic implications for inclusion and diversity in the classrooms, the daily site of exclusion, marginalisation, stigmatisation and consequent resistance.

A paper titled “*Marginality and Schooling: Reflections on the concept and process*” presented by Charles Varghese focused on the concept of marginality, meaning, typologies and its implications on educational processes. The paper also includes data from a critical ethnographical work undertaken in the state of Kerala during 2013-14 and it was found that the micro dynamics do not exist in isolation but in a dialectical relationship with the macro though it could be different for different subjective worlds. It highlighted that the change in social location of the school over a period of time in relation to social composition of different groups in the school. The teacher – student relation, the system of norms and sanctions both formal and informal and creation of stigmatized identities, language politics in multi-lingual classrooms, the differential exposure provided by the school process, socio-geographical spread of the communities and its implications, process of segregation in schooling were discussed in relationship to marginality and schooling.

Session 1.2: Science Education: Issues in Classroom and Textual discourse

Chair: Prof. Dhruv Raina

A paper titled “Who speaks and who is silenced? Interplay of classroom norms and student participation in middle school science classrooms” by Aisha Kawalkar presented an analysis of students’ verbal participation in whole class interactions in two middle school science classes. It was found that overall, there was a high amount of student participation in the inquiry group both in the form of responses as well as questions. Further, the participation was not only sustained over time in the inquiry classroom but it increased with time while there was a dip in the comparison classroom. Moreover, participation in the inquiry class was broad-based and most students, though not all of them, participated to some extent, over the period of the summer camp. There were noteworthy within-group differences in the two classrooms. The study pointed

the importance of exploring the role of discourse in establishing classroom communities and the teachers' role in making it accessible to a wider range of students, narrowing the gaps among different demographic subgroups.

Himanshu Srivastava's paper on "Discourse on development in science/environment textbooks" analyzed science/environment textbooks and the relevant curriculum documents to understand the nature of discourse on 'development'. The findings indicate that the position paper on environment education strongly upholds the global vision of sustainable development and overtly expresses its commitment to achieve that goal. The chapters on environment in these textbooks pay only a lip service to systemic problems such as profit-oriented economy, industrialization and urbanization. The textbooks also take an anthropocentric view towards nature which is evident in the way nature is conceptualized as a 'resource' that needs to be managed. Furthermore, while a situation of environmental crisis is acknowledged, it is explained merely in terms of overpopulation, mismanagement of resources and people's attitudes. The author argued that a radical overhauling of environment chapters is a must if the science/environment education is committed to a socially just and sustainable world.

Garima Singh and Ritesh Khunyakari's paper on "*A Comparative Analysis of Content of Human Reproductive System in National and State Textbooks*" attempt to analyze content of textbooks so as to understand the nature, scope and treatment of conceptual content related to Human Reproductive System across grades. The textbooks were first examined for HRpS related chapter and then analysed for content including nature of visuals, frequency of occurrence of various visuals, key words, scaffolds, and exercises discussed across grades. The paper discussed about the (a) structure and organisation of content, (b) nature of (dis)continuities in treatment of content, (c) nature of explicit scaffolds, (d) representation of social context, and (e) the agency of teacher; opening up avenues for discussing experiences, knowledge and awareness that inform the social and scientific treatment of ideas within textbooks, the primary resource in the Indian school context.

The paper titled "*Whose food is it anyway? —Locating marginalization in Bengali science textbook illustrations*" by Santanu Duttadiscussed various aspects related to marginalization

based on a science chapter on food in Bengali-language textbook using visual analytic standpoint and sociological lens of power and marginalization.

Session 1.3: Economics of Education

Chair: Prof Saumen Chattopadhyay

Sayoree Gooptu presented a paper titled “*Enrolment in school and higher education: Role of Public Policy*” constructed a theoretical model of households’ investment decision in school and higher education. The paper found that that increase in government expenditure either on school or higher education unambiguously raises enrolment in school; however, the impact on higher education enrolment is ambiguous. The paper also found a stark outcome that child labour cannot possibly be erased fully through government investment alone; even though can be substantially reduced and discussed the existence of a potential trade-off between quantity and quality of education which may instill the need to revisit the government’s investment decisions aimed solely towards enrolment in education.

Binay Kumar Pathak presented “*Right to Information and Higher Education Institutions: A study of transparency and governance through websites*” discussing adherence to the RTI Act and related transparency norms by the HEIs. The study found a significant difference among central, state and private HEIs with respect to their adherence and willingness to provide information. HEIs which tend to provide information on governance related issues are also found to be more willing to provide information and adhering to the RTI Act. The study highlighted theoretical linkages of information with governance on one hand and with rationality on the other.

A paper titled “*Determinants of transition to tertiary education in India: An analysis of NSS 71st Round*” presented by Jyoti Bala aimed to look at the second factors, i.e. what influences the successful transition of school graduates to higher education in India using NSS 71st Round data-set where the role of only five factors, i.e. gender, region, caste, religion and class, on the likelihood of student’s transition to higher education was explored. Based on NSS 71st round, engagement in economic activities in case of boys and domestic activities in case of girls was

found as the most prominent reason for not enrolling in higher education. Financial constraint was considered as the second most prominent reason for the lack of transition to higher education in India across gender. It was observed that transition pattern is biased towards the privileged sections, i.e. caste, religion, class, locality; of the Indian society. Despite the presence of positive discrimination policies, the SCs students are less likely to make the transition in comparison to unreserved category students. Further, it observed that females are more likely to make the transition to higher education as compared to males. Hence, we can argue that access to higher education continues to be a privilege of certain sections of the Indian society and excludes others.

Session: 1.4 Gender, Curriculum and Educational Choice

Chair: Prof Nandini Manjrekar

First presenter of the session, Tripti Bassi, paper entitled “*Teaching Gender in an Elementary Teacher Education Programme: Reflective Experiences*” highlighted the significance of gender and schooling course in the teacher education programme which would empower teacher trainees to act as agents of change. Using action research, the paper discussed experiences of student-teachers and the initiatives taken to promote a dialogue on students’ perceptions, beliefs and ideas. This paper attempted to explore novel feminist approaches thereby advancing a horizontal perspective on teaching where both students and teachers are partners in creation of knowledge and operate in a decentralized environment.

The next paper titled “*A Feminist Content Analysis of the National Adolescence Education Programme*” by Panchami Jose, analyzed the NAEP through a feminist lens and highlighted the gap between the content presented in the programme and what adolescents actually desired to know. The researcher argued that even though the NAEP modules question the notion of "femininity" and "masculinity", it does so in a way that retains the status quo. Further, she remarked that the NAEP appears progressive as well as regressive in some issues and it subdues the sexual agency of adolescents, vague and ambiguous language is used when there is a discussion about sex. It is confined by the limits of marriage, family and reproduction. She emphasized that her study identifies the need to talk about 'adolescent's constitutional rights and

laws pertaining to them, which can empower them to make informed decisions and protect themselves from violence and the programme should not limit itself as an awareness programme; it should empower students to reflect upon their rights and laws pertaining to that critically.

The next presentation on “*Feminist Perspectives on Women's Representation in Science*” where Aneri Vora argued that in order to address the issue of women’s representation in science, a new field of study has emerged- the study of the history and philosophy of women in science. While this field has become popular only recently, it has offered new perspectives to look at the discipline of science and the gender-based distortions that it conceals. In her presentation she elaborated on the causes behind the under-representation of women in science, specifically natural sciences, as well as the challenges they face once they enter the scientific field. Vora used the sociological causes and the theories of epistemology of science to argue that it is necessary to take both these strands seriously in order that the natural sciences become more accessible to women which would then loosen rigid dichotomies and enable ‘feminine’ values find a place in science. She also stressed that essentialization of feminine and masculine behaviour should be avoided because this reinforces gender based stereotypes and affects both men and women.

The last paper of the session was “*Women in Indian Academia: Evidence from the Economics discipline*” by Ambrish Dongre on the representation of women in Economics academia in the Indian context. The researcher argued that while there is ample research on low and declining female participation in labour force in India, there is limited evidence on the status of representation of women in academia in developing countries, especially in the Indian context. Using systematic and time-consuming data collection through various sources, the findings revealed that women were much less likely to be authors of papers presented at the conference compared to men (around ~30%). It was also found that there was a substantial leakage of females when data on faculty was analyzed. Dongre argued that these findings are suggestive of stumbling blocks at two stages: a) transition from the Masters to the Ph.D., and more importantly, b) transition from Ph.D. to a faculty position and/ or conducting research. This research is under progress and the in-depth interviews of sample of the Masters, Doctoral students and the Economics faculty is the next step of this study.

Session: 1.5 Politics, Ideologies and Educational Realities: Global Discourses and Local Impacts I

Chair: Dr. Manisha Priyam

First presentation on the paper titled “*Aspiring to become ‘global’: Tracing the emergence of International Schools in India*” by Bianca Daw discussed how the demand and significance of international schools have grown over time and space. The author demonstrated how international schooling is changing the school education system, thereby alluring people across the country who are making such educational choices in order to maintain their exclusivity.

A paper on “*Nationality and Identity: Implicit Prejudice towards Afghan Students in Universities of Delhi*” by Akanksha Dochania explored the Nationality Implicit Prejudice displayed towards Afghan students studying in various universities of Delhi. The findings indicated that a considerable and substantial difference existed between implicit prejudice and explicit prejudice of Indian students towards Afghan students.

Another paper titled “*Socio-Cultural Adjustment of International Students in Ahmedabad City, Gujarat*” by Jhaver Patel and Subhash Pandar presented a study focussed on foreign students. The study found that most of students noted that the social environment is not open so they experienced difficulties in adaptations and they can’t make friends because most of Gujarati students spoke their language. Cultural diversity affects interactions and relations, however, the awareness of the difference in cultural values helps the abroad students to develop strategies to successful adjustment. Also, International students try managing the academic environment demands, but some time they fail because of their past experiences, loneliness, marginalization etc.

Aditi Tandon presented “Equal Educational Opportunity or Educational Opportunities of Equal Worth” arguing that a) the way in which the understanding of the issue of inequality in education has been framed is a problem in itself and b) call for debrahminisation should be understood as a call for ensuring that oppressed caste groups have an equal voice in determining educational opportunities of equal worth. The second part of her argument was concerned with the idea that

since historically oppressed caste groups have suffered from patterns of structural inequality, and because the very identity of Dalits is produced by an oppressive caste system (Jung, 2008), oppressed castes can legitimately claim the need for self-representation on the grounds of voice and trust (Williams, 1998) in determining what educational opportunities are worth wanting.

Parallel Session II

Session: 2.1. Politics, ideologies and educational realities: Global Discourses and Local Impacts II

Chair: Prof. Amman Madan

The first presentation “*The Rohingya Childhood in India: Exclusion and Inclusion in School Education*” by Aratrika Bhadra was based on the school-going children from the Rohingya refugee camp located in the Kalindi Kunj area of New Delhi. Her study was an attempt to understand the reality of school education among Rohingya children emphasising upon inclusion and exclusion in different types of education and how resilience and vulnerability is developed and its wider consequence for childhood. She had used children’s drawing as a method to interpret the sense of vulnerability. The content of the drawings on the subject what the children like and dislike about the schools was used to understand the sense of vulnerability, educational experience and its psychological effect of the conditions that the child had been through.

The second presentation was given by Kishore Darak on “*Saransh Shoonya: Critique of SSA and MDM by the 'Excluded' Teacher*”. He discussed how the teacher has used writing fiction as a means to express the difficulties and problems faced by the teachers in the school. The author highlighted the sense of exclusion and alienation sensed by the teacher through various examples, such as on where the teacher is wondering about his identity and comparing his identity in relation to the caste system and then asserting his identity as a teacher. In this context the presenter had raised questions such as- How does systemic treatment affect teachers’ identity, professionalism, psychology, competence and personality? How do teachers negotiate their ways in these circumstances of forced alienation and deprivation of agency, and create a sense of ‘success’ for the very system that excludes them?

Jayatri Chawla presented on the topic “*Afghan child in an Indian classroom: Examining the life and schooling of refugees*”. She presented the experiences of Afghani children in MCD School in Delhi through the data collected during internship period. The main objectives were to understand the way education is being imparted and to whom the educational institution favours under the tag of merit. There was also reflection on the change of cultural context and how it has changed their ways of living and their perception. She presented how the intersections of socio-cultural, religious and national, contexts and identities lead differential treatment, inclusion and exclusion.

Soumodip Sinha presented a paper on “*Ideologies, identities and the politics of higher education*”. The paper presented how the students belonging to different ideological groups have asserted for inclusion of their ideological knowledge and socio-political milieu. It presented how the student activists have asserted their rights to be a part of issues of academic governance and become stakeholders in the process of designing syllabus and curriculum.

Sheetu Meenia presented paper titled “*University of Jammu Effect of Article 370 and 35 A on the Education of West Pakistani Refugees: An excluded Section of Jammu and Kashmir*”. The presentation focused on how the article 370 and 35A are perceived by the migrants. The migrants who migrated to India after the partition from districts of Pakistan- Sialkot and Gurdaspur are known as west Pakistani refugees. The presenter asserted that the refugees that migrated to Kashmir are still denied the right to hold citizenship of India. She used descriptive survey method as a tool to collect responses of 100 participants. The findings highlighted that the migrants still face problems because they have not been provided the permanent resident certificate. Hence they are depending on the informal sector for earning their livelihood and education. They face problems in applying for government jobs and getting enrolled in higher education due to their non-citizen status.

Session 2.2: Methodological concerns in educational studies

Chair: Dr.Arvind K. Mishra

First presentation on paper titled “Phenomenological Interview: The What, Why and Methodological Issues” by Mizaj K.V. Research discussed the ‘what’ of the interview, that is the nature of the interview in which one encounters another subject and generates knowledge of a given experience together with this subject and the assumption of a second-person perspective in understanding experiences and their descriptions. It also highlighted why it is worthwhile to engage in a time-consuming phenomenological interview. The author also raised methodological issues in relation to the evaluative criteria as well as reflective matters that concern the phenomenological researcher.

In another presentation by Subroto Dey on “Idea of an educated person: Educational aspirations of Baiga boy and his family” deliberated on the ‘idea of an educated person’ and educational aspiration of a 'Baiga boy and his family' in a ‘backward block’ of a ‘backward district’ in Madhya Pradesh. The paper analysed on the notions of identity in the contemporary and in the context of the past as perceived by them.

A paper titled “*The classroom as the “field”*: ethnographic explorations of spaces of higher education in India” presented by Madhura Lohokare was based on an experiment that was conducted by author and colleagues at the Centre for Writing Studies (CWS) in Jindal University: in a bid to consolidate the contours of the writing pedagogy that was taking shape in the newly formed CWS. The study highlighted that how ethnographic research can enable a consolidation of a reflexive pedagogy in the classroom and suggesting how this documentation can facilitate an understanding of how institutional spaces make certain conditions available (or not) for a certain pedagogy to emerge (or not).

Murari Jha’s paper titled “*Framing research or researching to frame; A Teacher Researcher's Quest for a Methodology in the Classroom Research*” discussed the issue of why it is important for a teacher to be a teacher-researcher and which research methodology a teacher can use when

he/she decides to switch from the role of a teacher to a teacher-researcher in his/her own classroom.

Session 2.3: Textbooks, Identity Formation and (Mis)-representation of Margins

Chair: Prof. Nandini Manjrekar

Ruchi Shevade's presentation on "*Perspectives on minority's representation in textbooks; the curious case of Bene Israel of Maharashtra*" was an attempt to explore the question of the representation of Bene Israel community in textbooks. The author discussed the issue in light of the minority rights, but more than that, including pieces of literature from diverse local communities and dialects, would give one a sense of recognition and belonging, and at the same time would expose pupil to different writing styles, linguistic and socio-cultural variations, experiences etc. bringing the learning closer to the outside world.

A paper titled "*Colonial Education and Contemporary Education: A Study of Mizoram School Textbooks*" by Lalhruailiana R., based on three colonial textbooks namely, Mizo Zir Tir Bu, Zir Tan Bu and Zirtirh Bu, highlighted that the primary object of the missionaries in Mizoram was to convert its people into Christianity and education was used as an important agent for proselytising the Mizos. This study noticed that Mizo subjects resemble the core contents as found during the colonial times. It also highlighted the continued representation of Christian ideology in contemporary Mizoram education system indicating the close relationship between Christian ideology and Mizoram education system which have a larger impact in the Mizo society which is of Christians in the majority. In addition, education in Mizoram acts as an agent for reproducing the Church ideology as a legitimate knowledge to its pupils.

Subhadarshee Nayak and Aardra Surendran's paper titled "*Caste Biases in School Textbooks of Odisha*" pointed that school curriculum and textbooks, in particular, often reinforce cultural values, particularly of the groups which have occupied the dominant social position. Contextualizing Sadkar's 'seven forms of biases in instructional materials' framework to fit to the principles on which the institution of caste operates, their study reported the occurrence of biases in the textbooks. The analysis finds all the seven form of biases in the textbooks. The

analysis focused on how textbooks represented or failed to represent the issues, facts, history, worldview or contribution of the Scheduled Castes and in doing so whose and what social values or culture did the textbooks promote. The analysis finds invisibility to be the most common form of bias and Imbalance and selectivity is the second most common bias found in the analysis

Another presentation by Garima Rath on “*Forging identity through school textbooks: A comparison of CBSE and Odisha State Board books*” was an attempt to compare history textbooks to understand how different school textbooks at the national and state level are. It push forward the idea that the knowledge imparted in schools through textbooks, which is generally considered as the legitimate knowledge of the society is not the same everywhere. It differs depending upon different boards, publishers and the type of school one attends, whether government or private school. Thus, the study problematized the notion of school education or knowledge. It argued that rather than being objective, social science education in schools are deeply subjective and culturally loaded.

Session2.4: Theorizing Exclusion: State, Marginality and Education

Chair: Prof. Poonam Batra

A paper titled “*Reflections on the interlinkages between Education and Exclusion*” by Chetan Anand, examined the relationship between exclusion and education in India. Taking from Giorgio Agamben’s work, it was argued that the binary of exclusion and inclusion doesn’t explain the experiences of teachers, students, policy influencers and makers, interns and other actors. It also argued that the problem of exclusion with its colonial legacy as explored in Kumar (2005, 2018) is linked to the problem of structural violence in our education institutions.

Dr. Jyoti Dalal presented the paper titled “*Re-imagining Marginality in the interstices of Education, State and Power*” explored the issue of exclusion and linkage that it shares with identities and power. Also, discussed in length the question of marginality by examining education and shared insights on how margins are examined and what is their nature. Also, how ‘order’ has become an important vantage point in approaching and understanding marginality presenting them to be the sites of ‘disorder, chaos and wilderness’.

A paper titled “*Discrimination and the City: Experiences of Inclusion and Exclusion among the migrant tribes of Kolkata*” by Ruchira Das examined how the residentially and socially segregated Santals, a tribal community who have migrated to Kolkata from different parts of West Bengal, Bihar, Orissa and Jharkhand negotiate their beliefs and practices of everyday life in the city and how the city responds and shapes the community’s perceptions/ world views of social life. It also captured the aspirations, dilemmas and practices of living of the Santals across two generations as tribal migrants in the city and the diverse challenges of inclusion and exclusion the Santals encounter/confront and experience in the city.

Another presentation on “*The struggle of ‘Creating a Schooled Child’: Understanding Schooling Practices from the Parents’ Perspective*” by Aishwarya Rathish was an ethnographic study conducted with the families of Ambedkar Basti, R.K. Puram, New Delhi, whose children go the nearby MCD primary school run by the South Delhi Municipal Corporation. It reflected on how the families are being made a target of reform with its internal and external politics that come with the reformist agenda of the state, making it a yet another site of reproduction for a certain kind of adult. The children expressed active dislike for schooling or in contrast sometimes express an active admiration for the disciplining techniques of the school. None of the families or the child express an interest in schooling for its creative fulfilment. It reflected on how does the forces of the family and school combine to work on the child’s body even though there is a lot of conflict and difference in their nature? How come these interests of family, schooling and the state always get combined together, adding to each other for more complete control, producing docile productive bodies? The paper argued that this control captures the very conscience of the subject who then mechanically exhibits the ‘desired properties’ of a passive citizen with discipline, order, certain language, submissiveness, punctuality, smart dressing, with proper body language, where even the emotions are captured, controlled and operated upon. With the exploitation of this gap suffers the child who is in the spotlight growing in restrictions and with supervisions rooted strongly within the soul of the child. Unaware of these forces, which are seen as natural and prerequisite for development, only legitimizes the control over the people, perpetuating it further within the society with the consent of the families.

Session 2.5: Neoliberalism and Emerging issues in Higher education

Chair: Dr. Arshad Alam

Prof. A. Mathew presented the paper titled “*First Generation Students in Indian Higher Education: An Action Plan of Academic and Social Support System and Strategies*” highlighting the hurdles faced by FGS in Indian higher educational context based on survey of a large number of universities and autonomous colleges. The study suggested a blue print for the academic and social support system and strategies so that the FGS who form the majority in Indian higher education are brought on par with non-first generation students (from relatively better socio-economic background) and are enabled to pass out with better grades and greater confidence.

Another presentation on the paper titled “*Social Network and Indoctrinated Preferences for Higher Education*” by Soumya Pal was a study on the role of motivation figure in the social network of household in female college. Using the individual level data cross sectional data for 2012 from the Indian Human Development Survey (IHDS-2), the presenter found that not only the prevalence for women in higher education is less but there exists differential in marginal increase due to presence of motivation agent in the social network of household for male and female, where the odds are favouring male than female. The Linear Probability Model (LPM) showed positive causal relationship between presence of motivation agent in the network with the completion of higher education for females in India. Presence of ‘agent’ belonging to same community had more impact overall than outside the community. However, the marginal effect varied with the wealth status of the household. Wealthier households benefit more from the presence of motivation agent compared to the others. To conclude, it established the Granovetter theory of embeddedness which states that structuralism hinders the individual choice, proved to be disadvantageous for those in the lowest strata of socio-economic status.

Manasi Thapliyal Navani’s presentation on the paper titled “*‘Internal quality assurance’ and massification of higher education in India: Unpacking the dynamics of the emergent academic audit culture*” unpacked the policy imperatives for the new audit cultures for quality assurance and the constraints and dilemmas surrounding the evaluation process. She pointed that in the Indian context, the linking of financial grants to HEIs to an essential requirement of undertaking

accreditation (thus removing voluntarism from the accreditation process) has, for instance, created an institutional incentive for affiliated colleges to explicitly take up quality review exercises and set up Internal Quality Assurance Cells. However, the acceptability and ownership of the idea of external review and accreditation, among the academic community remains uneven and deeply contested. Institutional accountability for quality through a body like NAAC is yet to have the desired impact on renewing and revitalising academic life and institutional cultures.

A paper titled “*Elite and Mass Education: A Case for Democratization of Higher Education in India*” was presented by Noor Ameena which explored the political nature of higher education through the major policy documents on education in Independent India; how did the state policies conceive higher education, whether or how state intents to secure equitable opportunities for higher education; whether the approach of state towards higher education had a major shift through the structural reforms in economy?; and the social consequences of the current higher education policies through the medium of a case study taken from legal education. She concluded with the policy implication of the case study that there is a need to democratize the higher education space such that three tenets of access – availability, accessibility, and horizontality (Mc Cowen) - are achieved, contrary to the push for creation of few islands of excellence.

DAY 2

Parallel Session III

Session 3.1: Economics of Education in India: Empirical Engagements

Chair: Prof. Atul Sarma

The first presenter Angrej Singh Gill presented the paper titled “*State, Market and Economic-status Related Marginalization in Access to Higher Education in Punjab: Insights from Recent NSS data*”. The study used NSS 71st Round to establish that not only the non-state education providers have become numerically predominant in delivery of higher education and higher professional education in the Punjab under this newfangled market-driven dispensation, there has

also been seen a swing to market mechanisms in the government-run institutions in form of introduction of self-financing courses. The study further established that that the burden of higher education in such settings, in terms of household expenditure, is categorically colossal, leading to commodification of higher education in the state. The presenter closed with the implications of the study.

Dr. Nivedita Sarkar's presentation on "*Labour Market Outcomes of Vocational Education and Training in India: Examining the Safety Net Argument*" examined what is the pattern of labour market outcomes of those possessing VET vis-à-vis those with comparable level of general education based on the indicators namely workforce participation rates, unemployment rates, types of work, industry and occupational status. Further, it estimated these indicators for various social groups to understand how individual's social background play role in it to explain certain desired (or undesired) outcome(s).

Deepak Kumar presented a paper, written in collaboration with Dr. Pradeep Kumar Choudhary, titled "*Explaining Gender Inequality in the Employment and Earnings of Graduates in India: Evidence from PLFS Data*". The authors examined the inter-gender differentials in employment and earnings among graduates in India. They found that male graduates have significantly higher chances of employment as salaried workers as compared to females and this gap is more for the SCs and STs, graduates of general courses, and quite interestingly for younger ones. Women graduates are paid less than men in the labor market and it varies significantly with job type and field of study, along with few other socioeconomic factors. Empirical results also indicated that graduates with better English ability have higher chances to get a salaried job and are paid more in the labour market, with an added advantage for female graduates.

A paper titled "*Educational and occupational segregation across gender and social groups: some recent evidence from India*" presented by Anuneeta Mitra captured occupational/educational segregation at the level of all India, rural, urban sectors for gender (male/female) and four social groups (Schedule caste (SC), Schedule Tribe (ST), Other Backward Caste (OBC), Others(unreserved category)). In addition to this, the analysis was carried out across the major states to capture the heterogeneity emerging in the sub national level

and also compared the segregation indices across various disaggregations with the latest Periodic labour force survey (2017-18) capturing the pattern of pre/post entry labour market discrimination between two points in time i.e. 2011-12 and 2017-18.

Session 3.2: Migration and Education

Chair: Dr. Jyoti Dalal

A paper titled “*Exclusion within Inclusion: Language Constraints of Rural Students in Higher Education Institution*” by Jaspreet Kaur and Satvinderpal Kaur presented an empirical research conducted on rural students studying in Panjab University Chandigarh to explore the adjustment and educational aspirations of rural students. It also provided an insight regarding the hidden constraints and the barriers experienced by rural students in accessing education. They found that despite feeling pride at getting into university, the rural students were ashamed because of their academic and social inadequacies vis-à-vis urban students. Further, the information gathered from rural students revealed that multiple exclusionary practices interplay for their silent exclusion. In addition, English language is the major barrier for them to participate in the academic and non- academic activities in the university.

Vijitha Rajan’s presented an ethnographic study titled “*Migrant Children’s Experiences of Educational Exclusion: Learnings from the Field*” exploring two important academic and policy gaps: one, children’s experiences and perspectives of distress internal migration is hardly studied in the dominant ‘androcentric’ academic discourses of migration; and two, standardised educational initiatives for ‘hard-to-reach’ categories of children do not situate the complexity and diversity of migrant children’s lived realities. In this context, she problematised questions of educational and social inclusion of distress internal migrant families and their children. She ended by highlighting the role of NGOs in this regard.

Sanjit Kumar Das presented on “*Identity formation in Champaran’s East Bengal Migrant Community: Perspective and Possibilities*” probing human dilemma of one of the earliest episodes of mass displacements in the history of post-partition Indian subcontinent. He engaged with a specific category of marginalized people—the East Bengal Migrant Community (EBMC)

of Champaran in north Bihar and explored upon the issue of identity formation of EBMC through the curricular resources, policy documents and built upon in-depth accounts of social interactions between the migrant community and the local community amongst whom they now reside. The study advocated for new frames of thoughts towards a more inclusive engagement and child-centered intervention at the level of school education and the larger educational processes. It urged for creating spaces and the possibilities of the role of teachers in promoting equity for the subaltern migrant voices.

A paper titled “*Citizenship Education and the Constructions of the Marginalized Communities: A Sociological Study of a School in Delhi*” was presented by Rupamanjari Hegde. Through textbook examination it addressed the questions: How do the civics textbooks (introduced post NCF 2005) construct ideas of citizenship with specific reference to some of the most marginalized communities in India namely the Adivasis? To what extent and how do these curricular perspectives get translated within the discourse of the classroom and impact the process of teaching and learning? How do the teachers interpret the textbooks and construct their notions of the nation and citizenship especially with regard to the Adivasis? What are the factors which shape this process of meaning-making? The presenter discussed the findings in detail.

Session 3.3: Re-forming Teachers and Teacher Education: Policies, Actors and Discourses

Chair: Dr. Madhura Lohokare

Nidhi Gulati presented a paper titled “Enactment of the ‘teacher’ crisis” focusing on how the ‘teacher failure’ crisis is being produced and enacted. It examined the ways in which policy reform and government initiatives construct the teacher. The presenter discussed how ‘teacher education’ is positioned as the space for (i) distinctive ways in which control of change is postulated and (ii) how academic authority is being reconceptualised in each state, in terms of the curriculum and (iii) educational governance premised on the reality of institutions. She concluded with ethical-political implications of the present conjecture and possibilities of teacher education reform.

In her paper titled “*A ‘leadership crash-course’: Unpacking the daily functioning of a TFI fellow within a global policy discourse*”, Ria Prashasti Misra shared her everyday-experiences as a Teach For India fellow within the colossal global narrative of neo-liberalism, its discourse on modernization, transformation and performativity, the aforementioned tenets of new managerialism and its stupendous influx within public sector education spaces, thereby blurring public-private boundaries given TFI’s formulation as a Public-Private-Partnership. She argued that the imagination and discourse of the TFI fellowship is one of leadership and drew attention to the ideas of performativity as a ‘framework of judgement’, the manifestation of which is clearly visible in TFI’s rubrics assessing fellows and their ‘progress’ within classroom (The Fellow Commitment Scale and Student Vision Scale). She raised certain pertinent questions regarding the mere adaption of an American model within the Indian institutional landscape and the relative absence of rigorous academic engagement among the fellows, given that the fellowship relies strongly on a short five-week preparatory period before launching its recruits into the battlefield of a classroom. Social complexities of caste, class and gender find little to no resonances during the course of the fellowship, thereby making teaching in schools a technological project, the problems of which can be solved by the ‘scientific expert’ (Bottery, 2000) using managerial know-how.

Saiby Khanuja’s paper titled “*Teacher and Education in the Discourse of New Policy Actors: A Discourse Analysis of Central Square Foundation*” enquired about the ‘new policy actors’ in detail i.e. Central Square Foundation and its founder Ashish Dhawan. Through a discourse analysis of the writings, blogs and webpages of Central Square Foundation and Ashish Dhawan, she tried to draw perspective on teachers and Teacher Education Institutes (TEIs). She also discussed/reflected on how quality, efficiency and accountability have become the key terms in understanding the role imaginations of a teacher. She concluded by talking about the conceptualization of the role of a teacher as a vehicle of efficiency.

A paper based on comparative analysis titled “*Teachers in Policy Discourse in Bangladesh, India and Pakistan*” was presented by Dr. Manish Jain highlighting that pathologisation of teachers is the meta-discourse that governs almost all policy texts. Further, their identification of the underlying causes of this pathology and its possible solutions are different. It was found that

within the meta-discourse of pathology, the discourses of performativity and professionalism were present in all the three countries. In fact, the discourse of performativity was louder than of professionalism.

Session 3.4: Methodological approaches to studying equity in education

Chair: Prof. Sachidananda Sinha

First presenter, Satya Bhushan presented a paper titled “*Measuring equity in School Education: Some methodological issues*”. The paper highlighted impartiality approaches to equity that have been widely adopted in national education plans. It was asserted that it is necessary to measure equity in learning for children both in and out of school, since those out of school are likely to be at the greatest educational disadvantage. A strong emphasis was put on measuring equity in access and learning from the early years so that initial inequalities can be identified and targeted as early as possible however merely measuring equity in education is not enough. The presenter was questioned about the difference between the words equity and equality and a discussion was conducted on the presenter’s views on theory of justice by Rawls.

A paper titled “*Language, Social Class and Equitable Education: A Fieldwork Reflection*” by Bishnu Mishra, focused on how language is seen as a lexicon of rules, but most children learn their language by pedagogical techniques. However, these techniques result in alienating the child from his/her own language. The presenter focused on the class composition of his sample and reflected on their behaviour in the classroom setting.

Simranjeet Kaur & Sunita Singh presented the paper “*Everyday engagement with ICT: Language and Literary learning*”. The paper aimed to understand the roles and ways in which digital tools, such as the mobile phones and television influence family practices and learning. The following questions were addressed in the study- (a) what are the ways in which children and families engage with the new media tools? (b) How do these engagements with technology connect with the schooling experiences of young children? The presenter spoke about cultural hegemony, affordability of technology and cited Chomsky’s work on digital technology.

Session 3.5: Social movements, Critical pedagogies and New imaginations of Education

Chair: Prof. Kumar Suresh

First paper was presented by Dr. Smriti Sharma, titled “*Whose Knowledge Counts: Challenging Epistemological Hegemonies - Case of an Elementary Pre-service Teacher Education Program*” Rooted in the theoretical frame of Paulo Freire, she presented the pedagogical discourse of teacher education in the specific teacher preparation programme. She presented her analysis in four major themes – Re-positioning Community Involvement: From Obstacles to Assets; Equitable Partnerships, Authentic Collaborations; Challenging Hierarchies, Building Solidarities; Building Teacher Agencies; Creating Fraternities. She concluded with key recommendations pertaining to initial teacher preparation.

Rashbha Dochania presented a paper titled “*Social Movement and Culture: A Social Psychological study of Student Movement in Assam*” as a review of the development of the field taking a cultural turn for a better understanding of the context in which it operates. She reflected on the concept of culture defined in psychology vis-à-vis her analysis during the review.

In her paper titled “*Idea of the University in Democracy- Pedagogy of Consciousness to Address Social Exclusion in University Spaces*”, Monika Maini highlighted the incidences of social exclusion based on class, caste, gender and region in university spaces and the strategies adopted by teachers to deal with this exclusion. Following the interpretivist paradigm, she presented the Idea of the university given by Kant in western and Tagore in Indian context. She discussed her analysis of the critique of ideal principles of critical thinking by Habermas and pedagogy of consciousness by Paulo Freire, to reflect upon its relevance in addressing diversity and social exclusion in contemporary university. In her study she found that several students as well as teachers reported prejudices towards students from diverse sections of the society and narrated incidences that points towards practicing exclusion due to their conditioning by the hierarchical structures of family and educational institutions attended by them. She ended up with some reflections to cater the issue of social exclusion.

Aarti Yadav presented a paper on “*Critical Pedagogy for Building Voices: A Step Towards Inclusion*” on the role of critical pedagogy to create awareness among students and teachers about the dynamics of privilege and power existing in the social environment of school. She discussed the stakeholders’ perspectives on forms of privilege and power existing in school systems and the possibilities and challenges of adopting such a pedagogy in creating an inclusive school culture with reference to Indian school education.

Parallel Session IV

Session 4.1: Experiencing exclusion: Autobiographical reflections

Chair: Prof. Disha Nawani

Dinesh Yadav’s paper titled “*Schooling and Marginalization: An Unending Vicious Cycle*” discussed the role of education in a stratified society, with respect to access to different kinds of schools, nature of experiences in those schools and its impact on their future life prospects. It reflected on how educational credentials developed in elementary classes affect the educational and economic mobility of the children, especially those belonging to the marginalized sections of the society. His analysis indicated that educational credentials of children coming from socioeconomically poor background, going to lower strata elementary schools are questionably lower in quality. The poor academic achievement, inefficiency in use of English language and ill-equipped in use of digital technology, resultant of socioeconomic position of the family of the child and the teaching-learning conditions in school, affect the mobility of child in multiple ways.

A paper titled “*Transition from a Regional to a National Higher Education institution: An autobiographical account*” by Preeti Manani was reflection on her experiences on Higher Education Institutions making sense of alienation experienced by her when she moved from a higher education institute of regional eminence to a institute of national importance. Despite belonging to a socio-economically privileged background, she experienced alienation in several ways when she joined a premier Institute of the country. She shared that her understanding of

theoretical frameworks used in social sciences, access to curricular resources and linguistic proficiency were severely limited.

Richa Goswami's paper titled "*Gender as an exclusionary category: Experiences from middle class, upper caste 'so called privileged' women*" explored the specific voices from the so-called privileged women from these sources: personal experiences, informal interactions with other women with similar backgrounds, interviews with mothers during the Ph.D data collection and documented anecdotes in the literature. Her paper contributed to the growing area of discourse around the contemporary forms and processes of education exclusion experienced by urban middle class upper caste women and presents the trap of privilege and its frustrations.

A paper by Deendyal Singh titled "*Caste in the everyday lives of children: Examining the 'me' and 'they' in villages of India*" reflected on how caste continues to operate in many of our villages and shape the way children interact with each-other enriching the contemporary discourses of equity, exclusion, and inclusion in education.

A paper titled "*Language Apartheid in Classrooms and Beyond*" by Chhaya Sawhney was research piece based on her students' narratives and their understanding of the discrimination and exclusion they have faced in their educational journey. Their narratives also reflected relationship they share with the languages they know, especially English, and how their home backgrounds, access to certain types of schools, hierarchical & unequal status how their home backgrounds, access to certain types of schools, hierarchical & unequal status of languages, mediums of instruction, etc. she discussed how the politics of language is not at all a linguistic not at all a linguistic issue but a socio--political one.

Session 4.2: Engendering Inclusion: Attempts and Methods in Creating a Holistic Education Model

Chair: Prof. Anita Rampal

The first presentation was given by Deepti Sarma and Prof. Ganesh Prabhu on "*Disability Inclusion in Education: Including High Performing Children with Disability*". The study was

done on the high performing disabled students. The paper highlighted that it is not just the cognitive ability of these students but also the society at large and its institutions always play a significant role in the development of the individual.

The paper "*Addressing challenges of quality school education for all: A large scale experiment and key lessons*" by Daya Ram discussed the importance of a sustainable model of school education. The model had many objectives such as preparing children to be self-learners, capacity building etc. The project has been spread across several areas in the state of Jharkhand. The model emphasized its effectiveness in keeping the children inside the school so that they get education. Monitoring and tracking of children was done to the minute scale possible. This has brought more children into the school who otherwise were working as child labourers.

Smita Agrawal presented on "*A Systematic Lacunae: Dealing with Learning deficit in Orissa's tribal districts*". This paper focuses on the learning outcomes of the children in schools. The project is taken up in Odissa. This programme has three vertical axis, the first one being the identification of learning deficits, the second one being the learning which are directed to provide age appropriate levels to the children, the third one being the focus on the local governance.

Next presentation was on paper titled "*Education of equitable quality: All children reading*" by Dhir Jhingram. This paper discusses the journey and success so far by the Language and Learning Foundation. The paper discusses the experiences of the foundation's work with teachers, teacher educators etc. The focus is on building an inclusive classroom for all. The findings suggest that the classrooms are basically teacher led and passive. With the positive kinds of methods taken up by the Language and Learning Foundation this is overcome to a larger extent.

Paper titled "*From work to school- story of M.V. Foundation*" was also presented by Dhananjay highlighting its active participation in various movements for child rights.

Session 4.3: Re-conceptualizing Teacher Education

Chair: Prof Nargis Panchapakesan

Paper titled “*Parliamentary Debate on Assessment in Elementary Education: Issues of Equity, Inclusion and Learning Needs*” by Manoj Kumar and Ronita Sharma discussed popular discourse on assessment in India by carefully reading the parliamentary debates on The Right of Children to Free and Compulsory Education (Second Amendment) Bill 2017.

P. S. Raju Vetukuri presented a paper titled “*Alternative Methods of Financing Girls Education: National Scheme of Incentive to Girls for Secondary Education*”. He found that the negative parental attitudes toward educating daughters can be a barrier to girl’s education, further economic imbalances prevailing in the families and society could be a major roadblock for the womenfolk to get-educated. The Dalit and Muslim girls are almost likely to be excluded from schools than their counterparts. Disabled children, and among them, disabled girls in particular, constitute a significant group that is denied access to education. The leitmotif of the NSIGSE scheme, which has been implemented effectively, has reduced the drop-out rate in Secondary and Senior/Higher Secondary Schools. However, the scheme also brings some impediments often in the process of sanctioning and disbursement as the amount is to be given to the girl only on the attainment of eighteen years and passing of Class X.

A paper titled “*Massification of Higher Education and Eliminating Discrimination: Reconceptualising Teacher Training in India*” was presented by Sayantan Mandal. He highlighted the issues of student diversity, which is accentuated by social inclusion and a mix of elite and mass systems. He concluded that to reap the benefits of this diversity, teaching need to evolve from its traditional cocoon of information oriented, lecture centric, one-way communicative mode to a free, interactive, and competency oriented one. He also recommended a few action points, based on the empirical evidences, to change the existing culture of traditional teaching-learning which is deep rooted and extremely difficult to alter.

Ankit Saraf's paper titled "*Mentor-Mentee Relationships in Delhi's Mentor Teacher Programme*"

Talked about the quality of experience of the peer mentoring relationships, as described by the teachers (both mentors and mentees) involved in the Delhi mentor teacher programme and identified what teachers understand happens in peer mentoring relationships.

Nilesh Gourkhede's paper titled "Life, work and identity of teachers in low-fee private schools" engaged with the teaching practices and sense of identity as a teacher in a low fee private schools (LFP) and their subjective experiences and how do they perceive the children coming from disadvantaged background. He argued that idea of market in education makes teachers' life measurable and degraded teaching profession to the extent that being a worker constitutes teachers' identity.

Session 4.4: Teacher capacity building, professional development and inclusion

Chair: Dr. Mythili

The first presenters Swati Sharma and Savitri Singh presented paper titled "*Bridging Digital Gap in Traditional Teacher Education Programmes: Role of Private Agencies*". The presenter dealt with the event of classrooms becoming 'smart' with the use of microphones, smartboards etc, raising the question of teachers' role becoming more passive as they are expected to be administering the e-modules that are prepared and given to them by the makers of the ICT, Educom, edurite to name a few. The key findings of the study pointed to the profit motive of the private agencies who benefit from the insistence on making classrooms smart.

Surbhi Nagpal and Anusha Ramanathan, presented on "*Frog in the Well and in the Sea - The Wonders of Online Learning for Teacher Education*". The presenter discussed the need for and the design and impact of language courses that are offered by the Centre for Education Innovation and Action Research (CEIAR), Tata Institute of Social Sciences as a part of its Post-Graduate Certificate in *Reflective Teaching with ICT* (RTICT) programme. They were practice-based courses aimed at improving instructional practice of English language teachers by encouraging them to reflect on their classroom practice. The paper delineates the need to stay

attuned to the voices on the ground and the affordance of online technology to allow for rapid prototyping and mass piloting. The inclusion of teachers from the humanities stream in continuous professional development, the ability of online platforms to reach a wider range of teachers from rural to urban and across different states and connect them to each other thereby enabling them to share and develop best practices themselves in a collaborative, cohesive manner etc were discussed. The design considerations kept in mind while designing the courses, the nature and extent of participation and teachers' experiences of engaging in an online language course, the strategies used by the course development team to improve teacher participation were among the core of the presentation.

The paper on "*Building teacher capabilities as a possible approach for creating inclusive learning environments*" by Sriranjani Ranganathan explored how teacher capability building in critical pedagogy and social ecological perspectives can bring about the creation of an inclusive learning environment. Based on a comparative study of three different educational contexts – primary schools in tribal villages, government primary and high schools in rural contexts and government high schools in an urban context, using structured interviews, questionnaire etc the pedagogic practices of teachers, the relevance of curriculum and teacher beliefs were examined. The context of the learner when acknowledged creates an inclusive learning environment has been a take away from the findings of this study. The practices that can support learning for the marginalised has been one of the focus of this comparative study.

Surbhi Nagpal presented paper titled "*Workplace learning and Teacher Professional Development: A study of three schools in Delhi*". In an attempt to think about an alternative model of professional development which encourages teachers' participation in their own learning through reflection and collaboration, the paper explored the idea of workplace learning of school teachers. Combining two qualitative approaches- phenomenology and case study- and conducted at three schools in Delhi, the paper questions if workplace learning of teachers is affected by the school context, larger policy decisions affecting schools, and individual teacher's disposition and agency. It threw light on how the prospect of academic support and growth provided to the teachers at the school level translates into improving the quality of teaching-learning, thereby transforming student learning.

Session 4.5: Transformation of education in urban settings

Chair: Prof Nalini Juneja

Fancy Jamatia's paper titled "*I prefer to read at home than going to school: a case study of slum girls in Tripura*" presented parental aspiration and the experience of slum girls in Paschim Radhanagar, Agartala. It was argued that the urban poor is characterised by segregation, class stratification, caste hierarchy, gender discrimination, ethnic conflict and divisive party politics. The experience of slum girls could be translated into the intersectionality of suffering and the complexity of oppression. The unfriendly attitudes of teachers, deprivation of multiple capitals, and sexual discrimination have not only impacted the socio-economic mobility of slum girls, but also hinder their educational aspiration. Furthermore, the dominant mode of evaluation and pedagogical practices have not only alienated them, but also minimised the essence of the creative teaching-learning process. This reflects the multiple realities that the slum girls undergo on an everyday basis. Neither the school nor home could provide a space to nourish their hope for a better life. Thus, the failure to address the challenges of slum girls by educational policymakers, school teachers and parents has pushed them outside the developmental project.

A paper titled "*Engendering inclusion: Alternative educational practices and initiatives (A comparative analysis of two alternate education schools)*" by Shweta Yadav was an exploratory study of alternate schooling through the prism of class identity. She concluded that both the schools have institutionalized in its organisational and learning design, a careful understanding of child psychology. Structurally, both the schools cater to homogenous class profiles. However, Adharshila performs an additional social function of obscuring class domination by empowering the marginalized Adivasi children. Class homogeneity at Sloka, on the other hand, can be viewed as resulting from a failure to create a melting pot for diverse communities given the philosophy of its founder, Steiner, with equality as one of its core principles. She ended up by sharing way future scope and implications of the study.

In her paper titled "*Social Equity and Schooling for Poor: Teacher Negotiation of Social Boundaries in an Urban Middle School*", Meera Chandran discussed the role of teachers and the nature of social relations in the context of a state driven pedagogic reform based on an

ethnographic study of teachers' work lives in a government aided urban middle school that shares many similarities with government schools. She argued for deeper inquiry into the relational terms of teachers' practice particularly in critical school contexts, towards explicit framing of teaching as social practice and teachers' role as transformative agents.

Another paper titled "*Quest for Equitable Access: Policy Objectives vs. Contextual Realities*" by Monika Banerjee highlighted the factors that have a meaningful impact on children's ability to gain equitable access to education within a rural context of West Bengal. She argued that though the policy on education claims to have covered all possible barriers and hindrances that may affect a child's access to education, it has failed to take into consideration the complex situation that the market creates at the local level. Resultantly, it not only overlooks the children who belong to middle class and access private non-affiliated schools at the local level but also the inequality that this differential access to education creates at the level of the working of everyday society; and thus, fails to achieve equitable access for all children. Furthermore, this unequal socio-economic positioning of different households along with failing government school system and upcoming private alternatives have changed the way practices linked to education access, unfolds in a given context. It stressed that one of the most important aspects of this change has been that parents do not consider government school as a viable education option for their children anymore and those who have resources, are moving out of the government school system. This shift in access in terms of children of different households attending different type of schools within a context, calls for a deeper understanding of what choices and decisions are being taken within the family and what determines these choices.

A paper titled "*For a Life Different from Their Own: Educational Aspirations and Negotiations of Working Class Mothers*" was presented by Sriti Ganguly. Based on her fieldwork in a poor neighbourhood of Delhi, she challenged the assumptions about working class mothers. From the in-depth interviews, informal interactions and observation of everyday routines in the neighbourhood it was observed that the mothers were much more closely involved with schooling activities and daily lives of their children. It not only revealed and reinforced the arguments given by different scholars that parenting is often gendered, it also showed how mothers in urban poor households, contrary to popular perceptions, were aspirational and

juggling between domestic responsibilities and paid employment to support their children's school routines and activities. These mothers relied on their own past to draw a different vision of the future for their children. Narratives of women about their daughter's education especially showed how they rebelled against the norms and gender roles in general and those set by their own communities. She further discussed the educational aspirations of the marginalized, working class mothers living in a squatter settlement of South Delhi and the everyday activities and negotiations they undertake to support their children's education.

RIG 3: Economics of Education

Research in economics of education: changing contours and future prospects

The session began by discussing the mandate of RIGs – to generate new discourse in Economics of Education, making a common platform of young scholars and people working in this sub-discipline, making meaning of new developments in data sets, collaborative work, and contemporary issues emerging in Economics of Education. Some of the important questions raised during the session were what is Economics of Education? Importance and evolution of Economics of Education; Key assumptions behind the link between Economics and education; Key challenges and dilemmas in Economics of Education and Emerging Research Agendas in the field.

Research Interest Group – Psychology of Education

Social Inequality and Psychological Imaginations in the Educational Context

The session started with the significance and aim of the research interest group and a step towards quality psychological research in the field of education, which is at par with credible international standards. It emphasized the need for the discipline to diversify through a debate on both theory and method and that alternate imaginations could be explored by the discipline further. Since, social stratification and social inequality exists in all societies and that it is a highly dynamic process, there is an urgent need for the discipline of psychology to respond to such dynamics and rise from its decontextualized state.

Ishnita Nayantara Keskar presented on “Understanding Identities of Parents and Children in a Neoliberal Era”. Ms Keskar elaborated on the meaning and scope of neoliberalism in contemporary times and drew theoretical links from Castree and Adams. She focused on the form of culture neoliberalism creates through ideologies, perceptions, choices and lifestyles. She then contextualised her view in the rising indigenous middle class, and the radical shift in parenting observed when neoliberalism is viewed through a cultural lens. There has been a shift to creating a well -adjusted child rather than a good child. She commented that there is a heightened focus on supplementing the child’s education to provide a rich social and cultural capital.

The second presentation was by Ms Mona Yadav focusing on the purpose of contemporary education and the primacy placed on assessment and evaluation. She commented that overdependence on assessment and obsession with becoming best performing nation emerges from demands of the neoliberal era and also ignores social-political factors of education. She further elaborated on the neoliberal school climate. It was stated to be privatised, outcome and accountability oriented where students are seen as human capital. Teachers also operate under pressure to teach to the test. This environment increases polarity between oppressor and oppressed as it favours students coming from higher SES background. She then shares case studies from her doctoral work. She commented that the classroom reality is highly diverse, given the neoliberal environment. Also, for lower SES families, education remains the only hope for progress. She concluded on an urge to understand the neoliberal trap and the need for interdisciplinary research in the area.

Ms Sharmila Rathee made the final presentation on the emotional experience of students and families via social class. She focused on the subjective worlds of people in education. She spoke from her study on private schools and elaborated on the effect on school experience as corporates enter private schools. Her study focused on students admitted under EWS quota of 25% under Right to Education. She discussed cases in her study to exemplify the dynamics behind peer relations and classroom experiences. The cases showed that expensive policies, activities and events of private school create a clear divide between those being admitted under EWS quota and students from higher SES families.

REG6: Education and Marginal Groups (Round Table Discussion)

Chair: Dr. Jyoti Dalal

Dr. Jyoti Dalal presented the study done by her and explained how did she approach the field. Her doctoral work had an ethnographic approach to study how identities unfold in the schools? How do identities influence the schooling experience and how are they articulated? It was asserted by her that there is a need in research to explore and define the caste categories and how they have already been theorized in the theories. According to her, there is a need to come with new methodological approaches and methods. She asserted that there is a need to change how the margins and marginality have been explored and theorized.

Ruchira Das presented her study which was done in the city of Calcutta in year 2005. The field of her study was a state run school. The study intended to understand how can one approach the context of the city and education and how margins are formed in this context? How should one approach to understand the diversity of marginal groups and their identities? She asserted that in the contemporary context there are new kinds of marginal identities and challenges that emerge. The education system fails to include the marginal groups in the main education system and public sphere and there are new forms of exclusions and exclusionary processes. There is a need to include the community in the educational system. The community as explained by her remains as an elephant in the room which is there but is constantly neglected.

A researcher from TISS presented how the violence is normalized in the education system. The acts of violence are normalized and legitimized in the name of care for child. There were different examples cited of both in term so f psychological and physical violence as observed in the school. The child is subjected to violence based on identity and socio-economic background that he/she comes from. It is the bureaucratic system that both channelizes and legitimates the acts of violence in school in the name of discipline. According to him there is a need to understand in what ways the educational system linked to ordering and disciplining the child? What are the various scientific rationales given for acts of violence in schools?

How does knowledge legitimize the power and acts of violence? What is the ordering function of the schools in the society?

Some other issues were also raised during the discussion. To mention some - an alternative to understand the margins, relation of concept of marginality with the demography? How does the language become the means to exclude certain identities? What can be various tools to understand marginal groups? What can be the various analytical tools to understand the concept of marginality?

The deliberations were followed by a **Distinguished Lecture by Prof Geetha B. Nambissan** which also served as a farewell moment for her. She delivered the lecture on “Caste and the Politics of the Early ‘Public’ in Schooling: Reflections on the Dalit’s Struggle for an Equitable Education.” The session was chaired by Prof Karuna Chanana.

Day II/ December 10, 2019/ Parallel Sessions V

5.1 Tribal Education and Inclusion

Chair: Prof Birendra N Dubey, Ambedkar University, Lucknow

The session saw the presentation of four papers by Varsha Poddar (TISS, Mumbai), Stanzin Noustik (University of Jammu), Pushpam Jha (University of Sociology, Jamia Millia Islamia), and Arushi Kaushik (NIEPA). Presenting her paper on ‘Impact of School Mergers on Tribal Communities in Jharkhand’, Varsha examined the policy implications of SATH – E (Sustainable Action for Transforming Human Capital – Education) project in Jharkhand. Stanzin Noustik in presented his paper on ‘Village Education Committee for Quality Inclusive Education: A Case Study of Ladakh’, and made the argument that majority of VECs organise various programmes like motivating the parents to send their children to schools, programmes related to health and hygiene of the students. In the paper titled, ‘We will go to Ashram Shala: Muria Adivasi students and their search of alternative space for education’, Pushpam Kumar Jha, argued that the social character of education of Adivasi community in central India are also influenced by the integration

processes of nation state and capitalism. These integrational forces are making the traditional institutions of socialization less relevant and forcing communities to change their traditional social character of education. In ‘Myths and realities of education (from “accessibility” to “adaptability”): analysing the impact & dynamics of social exclusion on tribal women students’, Arushi Kaushik offered to understand the dichotomous relationship between this social integration perpetuating “exclusion” also drawing limitations of the Right to Education Act 2009. Further, reinvigorating this contextual analysis equally relevant in the present scenario the paper would then elucidate the multidimensional role of social inclusion as a process as well as the conditions reflecting the outcome of the process.

5.2 Middle Class and Educational Aspirations

Chair: Dr. Divya Vaid, CSSS, JNU

In her paper ‘West Bengal’s Urban ‘Middle classes’ Children and Resistance: Understanding the Colonial and Post-colonial Pedagogy and Pedagogues Engagement,’ Trishita Pal, Presidency University seek to understand about West Bengal’s urban ‘middle classes’ children, how to conceptualize the notion of resistance and also I want to scrutinize the post-colonial pedagogy and pedagogues’ engagement. Smriti Singh in ‘Middle Classness as a Life Project: Parenting the Middle Class Child’, highlighted the changing parenting practices among middle class towards systematically investing in the children as longitudinal “projects” of class reproduction. This understanding of the child as a project is in direct relation to looking at life as a project where choices and investments must reflect deep rational deliberation and reasoning. Shrimansi Kaushik, Delhi University, presented a case study of a coaching centre situated in a suburb of Delhi, and is a result of her engagement with the institute in the capacity of a teacher, for a duration of four months. Rasmita Das Swain (NIEPA), traced out inclusive practices in schools at national, state level as well as schools with large number of students from underrepresented categories. This study is based on data from School self-evaluation dash board uploaded by schools in Shaala Siddhi web portal managed by NIEPA. 5.45 Lakh schools across all the states and union territories of India during the academic year 2018-19. Vinay Venumuddala, Manjunath A N / IIM, Bangalore, in his paper on ‘Aspiration of IT jobs and Social Boundary Making - Ethnographic Study in an Engineering College’ elaborated on the institutional factors which

play a crucial role in facilitating such boundary making activities. We will document both the formal processes and the informal norms inculcated by the College, which might aid or hinder such boundary making processes among students.

5.3 Privatization of higher education, inclusion and equity concerns

Chair: Dr. Pradeep Choudhury

The session saw the presentation of four papers by Ahammedul Kabeer AP (Central University of South Bihar), Sangeeta Angom (NIEPA), Anirban Sengupta (Ambedkar University Delhi) and Khalid Khan (Indian Institute of Dalit Studies). Ahammedul paper was titled, 'Public Sphere and Privatization of Higher Education: A Study on the Role of Community Organizations in Kerala.' In 'Rethinking Indian Private Higher Education: Inclusion and Equity Concerns' Sangeeta Angom questioned whether explosion in private supply translated into greater inclusion or increased exclusion? Her paper was based on the findings of study currently conducted by the author on private universities in India and it will have policy implications towards privatisation of higher education in the country.

5.4 Higher Education in Colonial Setting

Chair: Dr Parimala V. Rao, JNU

Prakrati Bhargava in her paper 'Leather Industry and Institutionalization of Technical Education in Kanpur' examined the emergence and development of modern leather industry in the industrial city of Kanpur in the first quarter of the twentieth century and the setting up of institutions to produce a skilled workforce at different levels ranging from the foreman to engineers. Bidisha Dhar in her paper 'Technical education in England and India: knowledge production and transfer late 19th- early 20th century' analysed debates regarding technical education in Europe and India in the 19th century. This analysis creates an important context for present day discourses and developments of providing/teaching employable skills to the workable section of India's population. Ch. Radha Gayathri argued that While western biomedical education in a rudimentary form was introduced in India by the Portuguese, it

was the British who set up the formalized education system for medical professionals. Her paper was titled ‘Medical Education in India: Introduction, Standardization and Challenges.’

5.5 Gender and Minority Education

Chair: Dr. Suresh Babu, ZHCES, JNU

Gunjan Wadhwa (University of Sussex) explore the intersections of gender and education in relation to the production and performance of Adivasi identities in an area of civil unrest in India. By focusing on the local village context of the Adivasi Gond community in the Vidarbha region of Maharashtra, she argued that the modernist notions of education install a binary between work and schooling and place Adivasi women in opposition to ideas of the ‘modern’. Shaima Amatullah and Shalini Dixit in their paper titled ‘Responses to social discourses on Muslims in India- A Study on the Identity Negotiations impacted by Educational Spaces’ observed that choices of Muslim parents and children in education are not just based on affordability and geographical location. There is a preference to learn and understand religion and also observe an Islamic dress code, especially for girls. This is complementary to uprising of Islamic schools in Bangalore in the last 6-7 years.

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6.1 Beyond Access: Gender Regimes and Equity in Education

Chair: Dr. Tripti Bassi, LSR College, University of Delhi

In her paper ‘Decision Making Ability of Girls in Rural Areas of Uttar Dinajpur, West Bengal’, Pamela Dasgupta, NIEPA investigated the decision making capacity of rural girls and how education equips them with attitude and skills to negotiate with challenging situation with their own families, within community, market and work place. Thus decision making capacity plays a crucial role in the development of the girls as an empowered adult in future. Sathya Narendran (TISS) in his paper tried to capture the experiences of young girls within the strict contour of their schooling and has tried to analyse the possibilities and constraints of girls within the educational system which is a major gap in the existing literature in the context of Kerala. Seema Marmath (TISS)

elaborated on the ways in which the Meena community seeks to use women's education to consolidate their position as a dominant community within Rajasthan. Here, the findings indicate the rise of status-based marriages mediated by dowry rates which control the extent of access of women to education.

6.2 Elementary Education: emerging challenges of inclusion and equity

Chair: Prof. Satvinderpal Kaur, Punjab University, Chandigarh

Biswajit Kar (NIUA, Delhi) in his paper 'Distance, Access and Neighbourhood Schools in Rural West Bengal' presented an overview of availability, access, and determinant of school choice in the context of neighbourhood schooling. Dipendra Pathak (NIEPA) in 'School Based Management and the influence of politics in its implementation: A case of West Bengal' argued that the context of education reforms through School-Based Management (SBM), decentralisation and delegation of authority occur at the school level, which empowers the school community to perform most of the functions. Alida Benny (Central University of Tamil Nadu) focused on the dimensions and issues of quality of education and its cause and effect relationship with equity and exclusion and how equity and quality in education can promote equality.

6.3 Social Exclusion and Education

Chair: Dr. Sindhu Mathai, APU, Bangalore

Subitha. G.V.(NIEPA) in the paper titled 'Social exclusion in Char areas of Assam: Challenges for school leadership' discussed the social exclusion of the char dwellers generated due by geographical, social and economic factors that negatively impact their participation in the society. Secondly the study discussed how the geographical, social and economic factors is impacting the education of children in char areas of Assam. Renu Nanda and Atieq Ul Rehman in their joint paper 'Social & Political Conflict of Jammu & Kashmir and its impact on Educational Exclusion, Inclusion & Equity' highlighted the ways through which these some groups in Kashmir may become in a position to get themselves acquainted with modern education. The paper also highlighted the factors responsible for educational

exclusion of few and inclusion of others. Guru Trisha Singh and Satvinderpal Kaur in ‘Status of Education in urban poor: Insight from a study of slum children in Chandigarh’ was based on an exploratory study attempting to map the status of education and extent of the learning achievement of urban poor children it also intends to examine the situation with respect to home factors, school environment and adequacy of educational facilities in the school.

6.4 Aspiration, Access and Activism: Identity Resistance in Higher Education

Chair: Prof. Purushottam Billimoria, University of California, Berkeley

Dr. Vaishali (NIEPA) in her paper ‘Missing Contestations in Shrunken Spaces: Gendered Struggle for Muslim girls to Access Higher Education’ based her study on qualitative study conducted to understand the construction and reconstruction of aspirations of Muslim adolescent girls, who are at the verge of completing their school education. Gaurav J. Pathania in his paper ‘Cultural Politics of Caste among University Students in India and Abroad’ described Dalit students’ activism in general and also discusses issues of gender within Dalit students’ movement. It presented a conceptual debate on Dalit Feminism to understand the ongoing cultural politics on campuses. Based on an ethnographic observation across six campuses in India, and of three international Dalit organizations, the paper analysed anti-caste activism as counter-cultural; explores its “global” linkages (with Black activism) in the form of Dalit Lives Matter, Dalit Diva, Dalit Hip-Hop; attempts to de-historicize caste and gender intersectionalities; and critically interrogates the processes through which students’ activism shifts to identity resistance politics on campuses.

6.5 Sexuality, Exclusion, Inclusion in Education

Chair: Dr. Mousumi Mukherjee, OP Jindal Global University

Parul Malik (CIE, DU) in her paper ‘Critical Sexuality Education: Girls map everyday spaces’ building on the frameworks of critical pedagogy and participatory research, ideas of access, equity, democratic participation, voice and agency are being engaged with through one example. The attempt is to explore the role gender has to play in the lives of school going adolescent girls as they relate to spaces – familiar and imagined. Shalini Yadava

(GGSIPU, Delhi) attempted to build a case for inclusion of this excluded community in Higher Education, often commonly referred or addressed as Hijras and Kinnars in Northern parts of India in particular. Renu and Geeta Chopra (Allahabad University) in their paper 'Awareness of child sexual abuse among teachers: a global and Indian perspective' presented about the situation of awareness of teachers on child sexual abuse. They argued that this will eventually help in the development of base for re conceptualize teacher education in Indian context.

6.6. Disability, Inclusion and Education

Chair: Dr. Monica Gupta, Gargi College, University of Delhi

Twinkle Panda (NIEPA) in her paper 'Evolution of inclusive education: an analysis of out of school children in India' dealt with some major areas of concern in inclusive education which are the reasons of out of school children. In addition to that, it attempted to suggest some probable remedies; which may fascinate government to pave the way of addressing the issue of out of disabled school children. Anita Pal, Madhusudan (University of Hyderabad) in their paper on 'Gender differential in disability among school going children and its impact on school enrolment in India' argued that the percentage of children enrolment with a disability was very low and there were huge gender disparities in terms of enrolment with various forms of disability. It can be argued that this focus on the redistribution of resources and access is desirable and important, as children with disabilities

7.1 Educational debates during colonial period

Chair: Dr. Sabyasachi Dasgupta

Aarti Mangal (JNU) in her paper 'History of teacher education in India: Reforms and Debates during 1882 – 1947' showed the the major reforms in the teacher education were witnessed in four broader areas ; the conception of a teacher, the subjects of study in a teacher training programme, the duration of a teacher training programme and salaries of teacher. Each of these reforms are brought by and brought in a number of opinions, discussions and debates which continues even till date. Parimala V. Rao (JNU) in her paper

‘Funding of Schools: Experiments in Payment by Result and Self Supporting Schools in the Bombay Presidency during 1854-1884’ showed that even before the arrival of the Woods Despatch, the government of Bombay introduced a type of grant in aid system. Marim Joice (JNU) in her paper ‘Introduction of Printing and the growth of Libraries in India’ showed that In the later decades of nineteenth century India witnessed a surged in book markets and the rise of indigenous printing presses, this however, did not provide the privilege for the masses to afford and own books. Chandra Lekha Singh (JNU) in her paper ‘Gokhale’s Elementary Education Bill: An analysis of the debates’ showed that Gopal Krishna Gokhale made several attempts in his budget speeches for free and compulsory education, during the period 1902-1910. In 1910, he introduced a resolution for compulsory education. When these efforts did not yield concrete result, he introduced the Elementary Education Bill in the Legislative Council in 1911.

7.2 Inequality, Social mobility and Education

Chair: Prof. Nagaraju Gundimeda, University of Hyderabad

Alfenomarie S, Indira Vijayasimha (Christ University) investigated the influence of various factors like family characteristics, socio- economic background and educational opportunities on the educational achievement of slum children from Bangalore south. Neeru Snehi in her paper ‘UGC Graded Autonomy Regulation (2017)-An instrument for Exclusion?’ explored the impact of the regulation on the governance of institutions to which this autonomy has been granted. It is perceived that this regulation drives towards the privatization of higher education, and will mean the exclusion of economically and socially disadvantaged sections. Vartika Kaushal (NIEPA) tried to look at the variations in participation rate of women in terms of social class, caste, level of education and economic background. It would also delve into the reasons behind the declining female participation rate despite rising enrolment in education sector. The paper primarily uses NSS, including the latest periodic labour force survey (PLFS 2018) data along with other data sources for this purpose.

7.3 Engaging with Inclusive Education

Chair: Prof. P.H. Mohammad, MANUU, Hyderabad

Varda Nikalje and Satya Bhutan (NCERT) examined the portrayal of disabled characters in textbooks and in children's literature: the nature and the extent of the portrayal, and their potential impact on young readers, including those affected by some form of disability. Manasvini Abhyankar, Chanya Kapoor (St. Xavier's College, Mumbai) in their paper 'Disability and Education: The Challenge of Inclusion and Access' argued that much emphasis has been given to inclusion in education, as education marks as milestone of every individual's life and is a key player in driving and developing the cognitive, social and cultural skills. Mousumi Saikia (Assam University) focused on Children with special needs in attaining elementary education in the mainstream schools of Assam. After the implementation of Right to Education Act 2009, inclusive education has become an integral part of every educational institution. Inclusive educations try to break the boundaries of exclusion among children with various disabilities through proper training and education.

8.2 Issues of Equity

Chair: Dr. Manish Jain, Ambedkar University, New Delhi

Amithy Jasrotia based her study on eight case studies of educated Mahashas who have experienced mobility in their life due to education. The process of power and resistance is very well emerged in the study which has been thoroughly studied and understood with the application of certain theories. Study revealed that they had to face multifarious difficulties and unfavourable circumstances in achieving what they have been able to achieve. Gayatari Panda (CWS, Delhi) attempted to explore parents' everyday engagement with school-going children, parental understanding about motivating and encouraging children for learning beyond the routine curriculum for educational accomplishment. Neha Miglani (University of South California) focused on a specific intervention, the "Happiness Class", implemented in the Directorate of Education schools, Delhi, and aimed explicitly at student-well-being.

8.4 Emerging issues in Tribal education

Chair: Dr. G. C. Pal, IIDS, New Delhi

Jayashree Doley in her paper 'Tribal Identity as a Form of Resistance Against Hegemonic Regional Forces: Case of the Mishing Tribe of Assam' argued that The educated Mishing elites have been engaged in an eternal struggle to protect the cultural and linguistic rights of their communities. There is a constant reimagining of tribal identity happening at all times at the level of the educated class. This reconstruction of Mishing culture happens in various ways. Rajalaxmi Behera (Action Aid Association) in her paper 'Excluding the Excluded: A Situational Analysis of Hard-to-Reach Schools in Kalahandi District of Odisha' explored how the people living in hard to reach areas lag behind in getting universal access to good quality basic education opportunities. Nilanjana Moitra in her paper 'Exclusion and In-Equity in Higher Education and Salaried Employment: A Study Amongst the Tribal Youth of Jharkhand' based her study on an empirical field research using in-depth interviews, observation in natural settings and Focused Group Discussions with higher educated tribal youth of Jharkhand, a left-wing extremism affected tribal state in India.

8.5 Curriculum, Context and Equity

Chair: Dr. Mona Sedwal, NIEPA, New Delhi

Parul Dubey (TISS) in her paper 'Constructing the Environment: A Study of School Curriculum and Pedagogy in an Industrial Town' showed in what ways and how the state textbooks problematize industrial pollution. Somanand Saraswati (Gandhinagar) explored the genre of graphic novels, and its relation with marginality. It would also examine graphic novel's significance in teaching. RajaRajeshwari T in her paper 'Study of popular culture in India as caste-based cultural labour and its pedagogical implications from Phule-Ambekarite Feminist Standpoint' analysing the popular cultural forms and practices in India by situating them within the social and material conditions of caste-based cultural labour of the Dalit-Bahujans and analyse its pedagogical implications for educational discourse. In a post-colonial context, the presentation situating the culture in caste-based practices allows examining its representation and linkages with power within the economic and political structures of its creation.

Valedictory Session

The valedictory session commenced with the presentation of conference report by Jyoti Arora (JNU) and Shaan Kashyap (JNU). The valedictory address by given by Gary McCulloch (Brian Simon Professor of History of Education UCL Institute of Education, University of London) on the theme of “Compulsory Education: Exclusion, Inclusion and Equity in Education.” Prof McCulloch sketched a long history of basic education and its universalisation across the connected histories showing how a movement and a push for universalisation of basic education in one space, led to a change in policy at the other. The session was chaired by Professor N. V. Varghese, Vice-Chancellor, NIEPA, who extended the arguments to the Indian case, reflecting on the challenges of the same. The vote of thanks was extended by the Organising Secretary of the conference, Dr Parimala V Rao.