Article Summaries

1. **Krishna Kumar (2011), Teaching and the Neoliberal State**: The article points out the burden placed on teachers in the neo-liberal environment to address the malaise in the Indian school system with very little support and faith in them. While the state withdraws from its responsibility of providing education to the public, the private school lobby rules the roost, a very narrow vision of teacher accountability is promoted, and learning gets reduced to minimum foundational skills.

2. **Krishna Kumar (2008), Partners in Education:** Presents a nuanced understanding of what partnership between the private and the public really means. In this insightful piece, he questions whether it is a partnership where public schooling is being supported by the private or is it a competitive relationship where both are jostling for space with each other.

3. **Disha Nawani (August 19, 2020) The Indian Express. NEP 2020 comes short on providing an enabling milieu for teachers:** The author takes a look at the New Education policy 2020 and positioning of teachers in that, whereby she argues that over-emphasis on passion and teacher education programmes shift our focus from recognizing and identifying the structural limitations of the school education system and fixes responsibility on the hapless teacher for factors beyond her control.

4. **M. Murali Krishna (2012) Pedagogic Practice and the Violence Against Dalits in Schooling:** though this article is about the experiences of Dalits in schools, it can be used to

understand the experiences of anyone who is struggling with questions of 'exclusion' and 'difference' (caste, class, religion, etc.) in mainstream schools. He uses his own autobiography to theorize about the violence which is committed on Dalit students in schools.

5. **Saumen Chattopadhyay (2020) National Education Policy, 2020 An Uncertain Future for Indian Higher Education:** His commentary on the NEP 2020 presents main features of the policy with respect to higher education and critically examines them. It talks about the proposed structural reforms in higher education and discusses how it could potentially impact teacher autonomy and issues of governance, student freedom, quality and access in higher education.

6. **Sudha Vasan (2017) Being Ladakhi, Being Indian Identity Formation, Culture and Community:** This article largely voices the concerns of the community, particularly the local youth from Ladakh, and the challenges that they face in terms of schooling and employment; it also talks about their aspirations and experiences of migrating to big cities. The article also highlights the conflicting experiences that they have and perceptions of people regarding them, which leads to concerns regarding their alienation and sense of belonging to a particular community or nation.

7. **Disha Nawani (2015). EPW. Rethinking Assessment in Schools:** This article examines two varied forms of assessment: continuous comprehensive evaluation and end-of-the-year exams with a focus to study their underlying principles. The article brings to the fore the contradictions of the both the systems and presents a case for an assessment that is more suited to varied contexts and needs of a large majority of Indian children. It also examines the relationship of no-detention provision to assessment in recent

education reforms and provides a rationale for delinking promotion to the next class from assessments.

8. **Disha Nawani (2021). EPW. North East Indian and Others; Discrimination Prejudice and Textbooks:** The paper examines the role textbooks play in perpetuating stereotypes and prejudices about tribal and other marginalized groups. Taking the case of lynching of Nido Tania, a college student in New Delhi from Arunachal Pradesh and violence against six residents of Gurgaon who hailed from North-East, the article shows us the need for textbooks that grapple with the real lives of people and sensitise and help children critically engage with issues of diversity, inequality and discrimination alongside the need for competent and sensitive teachers to help the children in this process.

9. **Ashwani Kumar (unpublished note) Critical Reflections on Transforming College Education:** Ashwani Kumar's brief commentary provides key insights into students' learning in colleges, the experiences that they go through, the sense that they make of what is taught in the colleges in relation to their own lives and factors which influence their learning and retention in those institutions. He also positions open learning through digital media as providing solutions or alternatives to the challenges faced by young students in a traditional physical classroom format.

10. **Vimala Ramachandran (2007), The Great Number Race and Challenge of Education:**
    This article is a short commentary that focuses on the divide between education for the rich and education for the poor, implying thereby that differential education quality violates the principles of equity and social justice.

11. **Philip G. Altbach (2018) Indian Higher Education. 21ˢᵗ Century Challenges:** Philip Altbach's chapter traces the development of universities in India since colonial time. Universities initially performed mainly examining and degree granting roles, teaching was added later, and research later still. Thus, he argues that knowledge generation as an aspect of higher education system has a relatively short history in modern India. He also draws the readers' attention to institutional diversity that prevails in higher education.

12. **Jyoti Dalal (2015) EPW. The Indelible Class Identity; Ethnographic Examination of a School:** This article is an ethnographic examination of a state-run primary school, situated in a lower-class socio-economic neighborhood in Mandolla, in Delhi. The article explores the class divide—translated in economic, social and cultural capital—determines how the official adults look at children and their background in the school. This article further shows to us how this class divide leads to shaping the identity of the children studying in the school.

13. **Andre Beteille (2009) University in The Twenty-First Century:** This is a lecture given by eminent Professor of sociology Andre Beteille on the place of university in our contemporary context and what changes are taking place in university both as a center of learning and as a social institution. By focusing on search for truth and adventure of ideas as two significant goals of a university, he discusses the challenges that universities are facing.

14. **Andre Beteille (2002) Pluralism and liberalism. Democracy and its Institutions:** This is a chapter titled Pluralism and Liberalism from the book Democracy and its Institutions. It

examines the complex relationship between pluralism and liberalism. Both these terms are used to characterize Indian landscape and have overlapping meanings but have important differences as well. This chapter explores these differences and argues that liberalism is compatible with competitive inequalities but not with hierarchical inequalities. The chapter concludes by examining two major policy initiatives after independence to reduce inequalities: agrarian reforms and positive discrimination.

15. **Chhaya Sawhney (2017) Learning of English; There is a hole in the Bucket:** This article examines the reflections of forty-four second year students of Bachelors of Elementary Education program about their relationship with English and why they remain reluctant speakers of the language despite many years of exposure to it.

16. **Sadhna Saxena (1996) Gum Hoti Boliyan:** This article asks the question—the total number of languages in India in 1961 were 1652 but in 1981 census their number had reduced to 106, how did this happen? This question even becomes more pertinent considering the fact that the population in India has always increased so how could the speakers speaking most of these languages could fall so suddenly. The article in answering this question raises important questions not only on the methodology of collecting data in census but also on our imagination of 'what is language?' and 'who should be considered its speaker?'.

17. **Ramakant Agnihotri (March 24, 2021) Indian Express. No Classroom is Monolingual. Our Education Policies Must Reflect this:** The author reminds us that no classroom in India is monolingual, and if the diversity of languages is used as a resource to give voice to the students belonging to different linguistic backgrounds, education would be more relevant. However, he acknowledges that like all previous policy documents, the new NEP 2020 too fails to recognize this.

18. **Satish Deshpande (2019) The Story of My English:** This is an excerpt from a blog post by renowned academic and Professor of Sociology whose work on caste and class inequalities has had huge influence in our understanding of these categories. Here in this article, he reflects on his experience of learning English in India. He tries to understand his journey of first learning to speak in an English which is inorganic and still alien to him and then only later in life reaching a stage where he could use English in dynamic and personal ways, where English could find a plural and diverse home in his expressions. The metaphor he uses to describe his English: earlier it was like the clothes he wore and then later it became his skin.

19. **Sy-Ying Lee (2019) A Fulfilling Journey of Language Acquisition via Story Listening and Reading. A Case of an Adult Scholar:** As the name indicates, this is an article which presents interesting insights into the ways through which an adult scholar acquires a language which she is very diffident about using in public. Gradually with the help of stories, she transitions from a hesitant speaker of English to a confident speaker.

20. **Krishna Kumar (2004) Two Worlds. Learning From Conflict:** This is a chapter from the book titled 'Learning From Conflict' whose chapter 4 is 'Two Worlds'. It opens for us the subtle and intractable nature of inequalities that emerge from language and have almost become consubstantial with our linguistic diversity. This chapter puts special focus on English and how it mediates in education and employment opportunities, thus, becoming one of the nodal points through which several historical advantages and

their numerous psychological outcomes are negotiated in a rather perfunctory manner.

21. **Ramakant Agnihotri (2013) Stories They Tell about Languages:** This is a newspaper article that breaks many myths that plague our consciousness about language like language being superior to dialect or Sanskrit being a perfect language. He shows how these myths stunt our understanding of nature and structure of language, especially when they have percolated deep in our schooling system.

22. **Harris, J., Mishra, P., & Koehler, M. (2009). Teachers' technological pedagogical content knowledge and learning activity types: Curriculum-based technology integration refrained:** This paper critically analyzes conventional approaches to technology integration in teaching and argues that many current methods are technocentric which often omit sufficient consideration of the dynamic and complex relationships among content, technology, pedagogy, and context. The authors recommend using the technology, pedagogy, and content knowledge (TPACK) framework to think about effective technology integration, recognizing technology, pedagogy, content and context as interdependent aspects of teachers' knowledge necessary to teach content-based curricula effectively with educational technologies. The paper offers TPACK-based "activity types," rooted in previous research about content-specific activity structures, as an alternative to existing professional development approaches and explain how this new way of thinking may authentically and successfully assist teachers' and teacher educators' technology integration efforts. More details on TPACK resources and practices can be access on the website www.tpack.org

23. **UNESCO-MGIEP. (2019). Rethinking Pedagogy: Exploring the Potential of Digital Technology in Achieving Quality Education:** The reading gives an overview of various digital education media and resources being adopted to improve quality of education in India and around the world. It offers an eight affordance (8A) framework to meaningfully leverage digital educational resources to open up new pedagogical possibilities. The report also analyzes case studies of implementation of digital education initiatives and discusses issues around building required competencies of educators to respond to the increased use of digital technology in education.