

SEMESTER I

BED C 102: CONTEMPORARY INDIA AND EDUCATION

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+20 Internal)

Objectives of the course:

The course will enable the student teachers to study the unique and diversified nature of Indian Society and Education.

- To enable student-teachers to engage with studies on Indian society and education
- To acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.
- To develop insight among the student teachers by analyzing the diversity, inequality and marginalization in the society and its implication for education.
- To construct and develop a comprehensive and critical understanding among the student teachers about the policy frame work for public education in India.

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, peer group discussion, interaction with community, case study, survey and dialogue, ICT based teaching and learning

Unit-I: Social Diversity: Diversities in traditional society -Vedic and epic Period, Medieval society -Muslim period and modern Society – Advent of the Europeans to the present society - Different levels of diversities – Individual –Regional –Religious –caste and linguistic diversities - Diverse Knowledge and experience base - diversified demands from education-Sensitizing India as a land of diversity –Strategies to attain harmonious living in a diversified Society- Culturally responsive pedagogy – Its significance and relevance in the present Indian context.

Unit II: Indian constitution and Education:- Preamble –Fundamental rights – Directive Principles of State Policies- Their implications in the current context -Article 45 and 30 (1) – Constitutional values and aims of the education.

Issues related to inequality, discrimination and marginalization- Its impact on the fulfillment of the Constitutional promise of freedom, justice, equality and fraternity.

Unit III: Universalization of Education and Constitutional provisions- (Article 30(1)) ,Right to Education India Act of 2010. Inequalities- caste-colour-backwardness –cultural, Social and economic backwardness. Discrimination and marginalization- Its Impacts on achieving constitutional values. Positive Discrimination- Constitutional amendments. Child right and Child Labour -Recent amendments.

Unit IV : Policy frame work for public education in India- Comprehensive understanding of different education commissions and reports in pre independent and post independent India – Kothari Commission – Recommendation, National policy of education, NPE of 1986 and after- Reports and policies. Significance of recommendations these reports in contest of Liberalization, Privatization and globalization. Different schemes for Education in India- Naithalim, Wardha Scheme, SSA, RMSA, RUSA, Knowledge Commission reports

Unit V: Educational Development in India- Planned educational Development in India - Financing of Education in India- National level and state level financing- Pressure exerted by different stake holders on education- Community, religion, political, governmental and non governmental agencies.

Unit VI: Education of the marginalized:- Dalits, Women, Socially and culturally marginalized. Alternative education movements in India, KANFED, Mahila Samakhya , De-Schooling movements and literary movements in India and Kerala

Unit VII: Language Policy for education :- Basic education and mother tongue - the constitutional provisions of Medium of Instruction- three language formula. Debates on colonial language policies. Multi- lingual education.

Unit VIII : Modern Paradigms in Pedagogy and curriculum , Pedagogical shifts across the world- constructivism and issue based Pedagogy- Four pillars of Education - issues in education in the context of urbanization, plebinisation, Privatization and stratification of education in India and World.

Unit IX: Education for Building a New Nation- Different program for eradicating inequalities- gender, Caste and class. Mid day meal programme- Its social and ideological implications- significance of the Supreme Court order, Right to food campaign. Education for Nation Building.

Suggested Tasks/Assignments

- Group work : Prepare a short film/presentation of five minutes duration for combating any of the social evils in our society
- Conduct a study on issues of socially and culturally marginalized people of the locality.

References:

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- UNESCO 2006; UN convention on the rights of person with the disabilities.