Course Code: BD1CE	Credits: 5

CONTEMPORARY INDIA AND EDUCATION

COURSE OBJECTIVES

CO1: Understanding of the nature of social diversity and the educational demands of the diverse communities.

CO2: Develop understanding of the issue in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.

CO3: Develop an understanding of the educational policies and programs during the pre-independent and post-independent periods.

CO4: Examine the issues of language policy in education.

CO5: To develop an understanding of the educational policies and programs during the pre-independent and post-independent periods.

Unit- I: EDUCATION IN CONTEMPORARY INDIA, CONSTITUTIONAL CONTEXT

Education – meaning, definitions, nature, functions and aims; nature of education as a discipline - types of education; formal, informal and non-formal; levels of education - Pre-primary, primary, secondary, senior secondary, higher, professional, distance and optional education; Aims and purposes of education drawn from constitutional provision; Education as a means of social justice in the Indian Constitution; Constitutional values and education (Preamble, Fundamental rights and duties); the Right to Free and Compulsory Education 2010 (RTE) and inclusion; Education in the concurrent list and its implications.

Unit- II: UNDERSTANDING THE SOCIAL DIVERSITY

Social diversity: Meaning and definition - Education for understanding the social diversity in India – Levels of social diversity: Individual, regional, linguistic, religious, castes and tribes - Role of education in creating positive attitude towards diversity - inter disciplinary nature of education philosophy, psychology, sociology, anthropology, politics, history;

Unit- III: EDUCATIONAL DEMANDS OF INDIVIDUALS AND DIVERSE COMMUNITIES

Universalization of primary education – programmes to achieve universalization of education: SSA, RMSA, RUSA, integrated education and Inclusive education; Challenges in achieving universalization of education; Education for collective living and peaceful living; Four pillars of education as viewed by Delor's Commission Report.

Unit- IV: LANGUAGE POLICY IN EDUCATION

Language policy during the pre-independent and post-independent India – Language policy as specified in Indian Constitution – Views of great thinkers on medium of Instruction: Tagore, Gandhi, Vivekananda.

Unit-V: IMPLICATIONS OF EQUALITY OF EDUCATIONAL OPPORTUNITIES

Equality of Educational Opportunity; equality in constitutional provisions; Inequality in schooling, Causes for inequality, discrimination, and marginalization in education – Types of inequity: caste, gender, class, regions – Elimination of social inequalities through education – education for marginalized groups: Dalits, tribals and women.

SUGGESTED ACTIVITIES

1. Prepare a report based on the interaction/interview with legal expert(s) for the effective implementation of constitutional provisions to eliminate inequality, discrimination and marginalization in education.

2. Report presentation based on the brainstorming session on the effective use of education for elimination of social inequities.

3. Report presentation based on the group discussion/ student seminar on the efforts taken by the Government of India and Tamil Nadu to achieve universalization of education.

TEXT BOOKS

1. Aggarwal, J.C. (2013) Landmarks in the History of Modern Indian Education, Vikas Publishing House, New Delhi.

2. Arya, P. P. (2006) Higher Education and Global Challenges: System and Opportunities. New Delhi: Deep and Deep Publications.

3. Chaube, S.P. (2014) History of Indian Education. Agra: ShriVinodPustakMandir.

4. Chauhan, C.P.S. (2013) Modern Indian Education: Policies, Progress and Problems.New Delhi: Kanishka Publishers and Distributors.

5. Dash, M. (2004) Education in India: Problems and Perspectives. Atlantic Publishers,New Delhi

6. Ghosh, S.C. (2007). History of education in India. The University of Michigan: Rawat Publications.

SUPPLEMENTARY READINGS

1. Kumar, K. (2014). Politics of education in colonial India. New Delhi: Routledge.

2. Naik, J.P., Andrew, Vereker.,&Nurullah, S. (2000). A student's history of education in India (1800-1973).UK: Macmillan.

3. Sedwal, M. &Kamat, S. (2008). Education and social equity: With a special focus on scheduled castes and tribes in elementary education. New Delhi: NUEPA.

E-RESOURCES
1. http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
2. http://shodhganga.inflibnet.ac.in/bitstream/10603/1918/8/08_chapter3.pdf
3. http://shodhganga.inflibnet.ac.in/bitstream/10603/4244/11/11_chapter%202.pdf

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to :

CO1: identify aims of education and types of education.

CO2: explain the nature of social diversity in India and the role of education in creating positive attitude towards diversity

CO3: interpret the issues in contemporary India like industrialization, Universalization of education and integrated education and inclusive education.

CO4: iInfer about the Language policies during Pre-independent and Post-independent India.

CO5: summarize about equality in constitutional provisions and elimination of social in equalities through education.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1																						✶		
CO2	✶							✶							✶									
CO3													✶	✶						✶				
CO4																								
CO5			✶																					