

Bachelor of Education (B.Ed.)

**Title of the Course: Perspective Course PC I: Education in Contemporary India-I
(Semester: I)**

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course focus on National Education System, students are anticipated to delve into discussions surrounding contemporary Indian society and education, gaining insight into both national and local educational landscapes, and recognizing the imperative of establishing a universally fair and just educational framework for a democratic society. This involves developing an awareness of the alienation and socio-economic disadvantages faced by many students, examining the intricate interplay between education and equality, and critically assessing the policies and recommendations put forth by significant commissions and committees.

Learning Outcomes

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


1. Develops critical analysis skills through conceptual understanding.
2. Understand the structure of the Indian Education System and the changes.
3. It will gain the perspective on socio-economic linkages of Education and contemporary issues.
4. Indian Educational thoughts and values.
5. Reflective learning and innovations in education.

Number of Units: 2

Weeks 15=30 hours

Unit I: The Constitutional Context

(Weeks 7=14 hours)



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①

- Indian Constitution concerning with education, including the Preamble, Fundamental Rights, and Duties.
- Indian Constitution and Education's role in promoting social justice
- Right to Free and Compulsory Education Act of 2009 (RTE) and its focus on inclusion
- Education's placement in the concurrent list and the resulting implications.

Unit 2: The Social Context of Educational Policy

(Weeks: 04)

- Examination of Indian society's composition and its educational implications: Inequality, discrimination, exclusion, and marginalization based on factors like language, religion, caste, class, ethnicity, gender, region, and disability.
- Specific issues in the education of girls.
- Classroom dynamics as a focal point for exploration: Understanding the classroom environment concerning students from diverse socio-cultural and economic backgrounds.

Practicum/ Suggested Projects / Assignments (Any One)

1. Reflect on your own experience of schooling and education and develops a model for the change/innovation you would like to bring.
2. Document recurrent themes of socio-economic issues in education in contemporary times. (In news media, documentaries, reports, movies). Discuss the development and changes concerning any one of the issues.

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

Essential/ Recommended Readings

- Apple, M. W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*, 3(3), 239–261. 3



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- Balagopalan, S. (2010). Introduction: Children's Lives and the Indian Context. *Journal for the History of Childhood and Youth*, 18(3), 291-297.
- Balli, O., Nagpal, N., Sankar, D., Hnamte, L., Mehendale, A., Mohanty, S., ... & Addala, P. R. Digital Innovation, School Readiness and Intervention Approaches: a case of Connected Learning Initiative (CLix) in Indian high schools. *Digital Inclusion: Transforming Education Through Technology*, 21.
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- Nambissan, G. B. (2009). *Exclusion and discrimination in schools: Experiences of Dalit children*. Indian Institute of Dalit Studies and UNICEF.
- NCERT (2006/7) *National Focus Group Paper on the Problems of Scheduled Castes and Scheduled Tribes; National Focus Group Paper on Gender*. New Delhi: NCERT
- NCTE (2009) *National Curriculum Framework for Teacher Education*.
- Paliwal, D. (2019). Reaching the unreached through open and distance learning in India. *AAOU Journal*, 14(1), 39-49.
- Parekh, B. C. (2000). *Rethinking multiculturalism: Cultural diversity and political theory* (pp. 213- 230). Palgrave.
- Parimala, D. (2010). *Equity and Education in India: Policy, Issues and Challenges*. New Delhi: Kanishka Publisher.
- Parimala, D. (2011). *Diversity in Teacher Education: A Global Perspective*. New Delhi: Kanishka Publisher.

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Additional Readings

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- Basu, A. N. (1947). *Education in Modern India*, Calcutta: Orient Book Company
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Education as an Agent of Social Change in *Foundation Course in Humanities and Social Science* (IGNOU Study Material).
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- Mali, M.J. (2011). *Krantijyoti savitri Bai Phule*. New Delhi: Prakashan Vibhag, Government of India
- Nikolopoulou, A., Abraham, T. & Mirbagheri, F. (2010). *Education for Sustainable Development: Challenges, Strategies and Practices in a Globalizing world*. New Delhi: Sage.
- Ramchandran, P. & Ramkumar, V. (2009). *Education in India*. New Delhi: NBT.
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- NCERT (2006/07). *National focus Group Paper on the Problems of Scheduled Castes and Scheduled Tribes*. New Delhi: NCERT.

Online links for Commission and Committee Reports:

1. Kothari, D. S. (1964). *Education and national development: Report of the education commission, 1964-66*. Available at www.mhrd.gov.in/
2. National Policy on Education (1986). Available at www.ncert.ac.in
3. Acharya Ramamurthy Report (Programme of Action) (1990). Available at www.ncert.ac.in
4. PROBE (1998) and PROBE 92011) Revisited available on www.academia.edu
5. NCF-2005 available on www.ncert.ac.in
6. NCFTE: http://www.ncte-india.org/publicnotice/NCFTE_2010.pdf
7. Sachar Committee Report available at <http://ncm.nic.in/pdf/compilation.pdf>
8. National Education Policy 2020:
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Teaching Learning Resources (Digital and others): Across Units (If any)

Nil if not given

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance

reading comprehension of core writings in the area, and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Constitutional Principles, Right to Education Act 2009, New Educational Policy 2020



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