

## **COURSE 2: CONTEMPORARY INDIA AND EDUCATION**

### **Course objectives:**

At the end of the course, the student-teachers will be able to:

1. develop an understanding of the nature of social diversity and the educational demands of the diverse communities
2. explain the salient features of Indian constitutional values on education
3. analyse the causes for inequality, discrimination and marginalisation in education
4. develop an understanding of the educational policies and programmes during the pre-independent and post-independent periods
5. examine the issues of language policy in education
6. develop an understanding on the emerging trends in education.

### **Unit I Understanding the social diversity**

Social diversity: Meaning and definition - Levels of social diversity: Individual, regional, linguistic, religious, castes and tribes - Education for understanding the social diversity in India.

*(Suggested instructional approaches/methods:*

- i) Invited talk on the social diversity of Indian society.
- ii) Report presentation based on the group discussion on the role of education to understand the social diversity in India.)

### **Unit II Educational demands of individuals and diverse communities**

Universalisation of primary education - Programmes to achieve universalisation of education: SSA, RMSA, RUSA, integrated education and inclusive education - Challenges in achieving universalisation of education - Education for collective living and peaceful living: Four pillars of education as viewed by Delor's Commission Report.

*(Suggested instructional approaches/methods:*

- i) Report presentation based on the group discussion/student seminar on the efforts taken by the Government of India and Tamil Nadu to achieve universalisation of education.
- ii) Report presentation based on the group discussion/student seminar suggesting the curriculum for collective and peaceful living of people.)

### **Unit III Indian Constitutional values on education**

Preamble of the constitution - Fundamental rights and duties of citizens - Directive principles of State policy and education - Challenges to fulfill the constitutional obligations: freedom, justice, equality, fraternity and education - Right to Education Act.

*(Suggested instructional approaches/methods:*

- i) Invited talk/teacher talk on the constitutional provisions to enjoy freedom, justice, equality in education.
- ii) Invited talk /legal expert(s) talk on the salient features of Right to Education Act.)

### **Unit IV Inequality, discrimination and marginalisation in education**

Social inequity in society - Causes for inequality, discrimination and marginalization in education - Types of inequity: caste, class, gender, regions - Elimination of social inequities through education - Education for marginalized groups: Dalits, tribals, and women.

*(Suggested instructional approaches/methods:*

- i) Report presentation based on the field study /observation about the difficulties of tribals and dalits in accessing education.
- ii) Report presentation based on the brainstorming session

on the effective use of education for elimination of social inequities.)

### **Unit V Policy frameworks on education: Pre-independent India**

Salient features of Vedic, Buddhist and Jain system of education - Development of education during the pre-independent period - Characteristics of Basic education and its relevance to the present day context.

*(Suggested instructional approaches/methods:*

- i) Report presentation based on the group discussion/student seminar about the relevance of basic education to the present day context.
- ii) Report presentation based on the group discussion/student seminar on the impact of pre-independent period education on Indian society.)

### **Unit VI Policy frameworks on education: Post-independent India**

Major recommendations of Kothari Commission (1964-1966) - Iswar Bhai Patel Committee (1977)- Malcom Adiseshiah Committee (1978)- New Education Policy (1986) - Programme of Action (1992)- Sachar Committee (2005) - Salient features of National Curriculum Framework (2005)- National Knowledge Commission (2005).

*(Suggested instructional approaches/methods:*

- i) Student seminar/Teacher talk on the major recommendations of different Education Committees/Commissions.
- ii) Report presentation based on the group discussion/student seminar on the salient fractures of National Curriculum Framework (2005) and National Knowledge Commission - 2005.)

### **Unit VII Educational planning and financing**

Five year plans: Educational policy making and budgeting - Funding systems of education: Public, fees, students' loans, education cess and external aids.

*(Suggested instructional approaches/methods:*

- i) Invited talk/teacher talk on the Indian educational funding systems and its implications.
- ii) Report presentation based on student seminar/brainstorming session suggesting alternative funding systems in education.)

### **Unit VIII 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: Views of great thinkers-Tagore, Gandhi, Vivekananda.

*(Suggested instructional approaches/methods:*

- i) Report presentation based on the student seminar on the advantages and disadvantages of learning through mother tongue in relation to great education thinkers.
- ii) Teacher talk/student seminar on the advantages and disadvantages of the three language formula.)

### **Unit IX Midday meal scheme as a socialisation process**

Objectives of midday meal scheme - Benefits of midday meal scheme on education - Midday meal scheme as a socialization process with special reference to Tamil Nadu.

*(Suggested instructional approaches/methods:*

- i) Report presentation based on the field study on the impact of midday meal scheme in rural area.
- ii) Report presentation based on the debate: "Midday meal scheme is an effective tool for socialisation of children".)

## **Unit X Emerging trends in education**

Impact of globalization, liberalization and privatization on education - Life-long learning and on-line education.

*(Suggested instructional approaches/methods:*

- i) Invited talk/teacher talk on the impact of globalization, liberalization and privatization on education.
- ii) Invited talk/teacher talk on the importance of life-long learning.)

### **Tasks and Assignments:**

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 marginalisation in education.
2. Write a detailed report on the five year plans implications of universalisation of education.

### **References:**

1. Freire, Paulo. (2014). *Pedagogy of the oppressed*. New Delhi: Bloomsburry Publishing.
2. Ghosh, S.C. (2007). *History of education in India*. The University of Michigan: Rawat Publications.
3. Government of India.(2007). *National Knowledge Commission Report*. New Delhi.
4. Kumar, K. (2014). *Politics of education in colonial India*. New Delhi: Routledge.
5. Naik, J.P., Andrew, Vereker., & Nurullah, S. (2000). *A student's history of education in India (1800-1973)*.UK: Macmillan.
6. National Council for Educational Research and Training. (2005). *National curriculum framework*. New Delhi: NCERT.

7. Sedwal, M. & Kamat, S. (2008). *Education and social equity: With a special focus on scheduled castes and tribes in elementary education*. New Delhi: NUEPA.
8. [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/rte.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf)
9. [http://shodhganga.inflibnet.ac.in/bitstream/10603/1918/8/08\\_chapter3.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/1918/8/08_chapter3.pdf)
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