

EDU 01 - EDUCATION IN CONTEMPORARY INDIA

Contact Hours: 100 (Instruction) Maximum Marks: 100 (External: 80, Internal: 20)

EDU 01- EDUCATION IN CONTEMPORARY INDIA

Course Learning Outcomes

On the successful completion of the course the learner will be able to,

1. Recognize the diversity of Indian society and role of education in respecting them.
2. Describe the meaning, definitions, functions and aims of education.
3. Differentiate various types and levels of education.
4. Classify the ancient, medieval, colonial education and basic education.
5. Develop the capacity to accept the progressive changes from ancient to modern education.
6. Explain the constitutional provisions related to education in India.
7. Organize different programmes related to issues of inequality and marginalization.
8. Discuss the current issues of education in India.
9. Summarize the recommendations of different policy frameworks of education in India.
10. Analyze the evolution of education and developmental experience of Kerala.

COURSE CONTENT

Unit I – Features of Indian society

- Concept of social diversity- diversity at individual level- regional diversities- diversity in language.
- caste and class in Indian society- tribal groups in India and their diversities and anthropological features-racial diversities of Indian society.
- physical diversities.
- role of education in respecting diversities.
- Analysis of case studies, educational statistics and field engagement with diverse groups.
- Aspirations of Indian Society.

Unit II- Education and Contemporary India

- Education –fundamental understandings- meaning, definitions, 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.
- Inter disciplinary nature of education- philosophy, psychology, sociology, anthropology, politics, history- Role of education in respecting diversities.

Unit III – Evolution of Education in India

- Constitutional vision of independent India: then and now - Preamble of the constitution Rights and Duties of Indian citizen - directive principles of state policies.
- Constitution and Education - Concurrent status of education.
- Constitutional values related to aims of education, freedom, justice, equality and fraternity.
- Concepts of inequality, discrimination and marginalization - Constitutional provisions related to the issues of inequality, discrimination marginalization and education.

Unit V – Policy framework of Public Education in India

- Historical background of current issues of education such as UEE, women education, education of Dalits and Tribals, medium of instruction, multilingual education, financial allocation, plebianisation, LPG and social stratification.
- Recommendations of different policy frameworks- Kothari commission- NPE 1986- review committees on NPE- pedagogic and curricular shifts of 1990s and 2000- SSA, RMSA, Right to Education Act-2009, NCF 2005, NCFTE 2009.
- Transcending caste, class and gender through different programs and policies- SSA, RMSA, RTE Act, NCF 2005, NCFTE 2009-mid-day meal and other legal provisions.

Unit VI – Education in Contemporary Kerala society

- Evolution of education in Kerala- Salas, Budhaviharas, Othupallis, Kalaries, KudiPallikoodam, Madrasas- role of Christian missionaries in education.
- educational renaissance in Kerala in the 20th century- Sree Narayana Guru, Vakkom Abdul Kadir Moulavi, ChattambiSwamikal, Ayyankali.
- Education after formation of Modern Kerala- KER- Kerala Development Experience and Education- Curricular shift in Kerala after 1990s.

TRANSACTION MODE

Lecture method, Seminars, Small group discussions Field survey/visit, Brainstorming sessions, Projects.

TASKS AND ASSIGNMENTS

1. Visit an institution having more than 50 years of history and study its development and present report.
2. Study on the usefulness of government sponsored program and policies in the locality of the students
OR.
3. Conduct a field visit to understand the social and cultural diversities and prepare a report

REFERENCES

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