**CENTRAL UNIVERSITY OF Haryana**

**School of Education**

**Teaching Plan**

Programme: B.Ed. Session: 2019-21

Year: I Semester-I

Course Code- SOE020102C3104 Course Title: Contemporary India and Education

Credit: 04 Maximum Marks: 100

Name of Teacher: Dr. Rubul Kalita and Dr. Pramod Joshi

1. **Teaching and Examination Scheme:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teaching Scheme**  **(Unit wise Division of Teaching hours)** | | | | **Examination Scheme** | | |
| **CIA** | **TEE** | **Total Marks** |
| **Unit No.** | **L** | **T/P** | **(L+T+P)** | **30 Marks** | **70 Marks** | **100 Marks** |
| **I** | **12** | **4** | **16** |
| **II** | **14** | **4** | **18** |
| **III** | **08** | **4** | **12** |
| **IV** | **14** | **4** | **18** |
| **TOTAL** | **48** | **16** | **64** |
| Legends: **L-** Lecture, **T-**Tutorial/Teacher Guided Student Activity, **P**- Practicum/Practical.  **CIA-**Continuous Internal Assessmentand **TEE**- Term End Examination | | | | | | |

1. **Unit-wise Teaching Plan:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit/Topic** | **Approximate Hours** (Lecture/Tutoria  l/Practicum/Pra ctical) | **Content Outlines/Teaching Points** | **Teaching Strategies** | **Learning Outcomes** | **Evaluation Strategies** | **Suggested Learning Resources** |
| **Unit 1 : Concept and Aims of Education**   * Meaning of Education – Broader and Narrow and in the context of great Indian educators * Formal, non-formal and informal education * Agencies of Education * Aims and purposes of education drawn from constitutional provision. |  | * 1. .Meaning of Education   2. Broader and Narrow meaning of Education   3. Types of Education,  1. Formal 2. Non- Formal 3. In-Formal    1. Agencies of Education    2. Aims and purposes of education drawn from constitutional provision | Lecture cum Discussion | **On completion of this unit the students will be able to:**   1. understand the concept and aims of education in Indian perspective. 2. explain the meaning and nature of Education 3. compare Broader and Narrow meaning of Education 4. compare the different types of Education 5. understand the Agencies of Education 6. understand the constitutional Provision in education | Students’ will prepare assignment and present their views/ideas through Power Point Presentation and group discussion | * Fagerling, I., and Saha, L.J.O. (1989). *Education and national development (2nd Ed.).* England: Pergamon Press. * Narulla, S. & Naik, J.P. (1964). *Student history of education in India.* McMillian & Co., of India Pvt. Ltd. * Pathak, K.R. (2007). *Education in the emerging India*. New Delhi: Atlantic Publishers. * Rassekh, S., and Vaideanu, G. (1987). *The contents of education*. UNESCO, Paris: Richard Clay Ltd., Bungay, Suffolk, England. * Singh Y.K. (2007). *Philosophical foundation of education.* New Delhi: APH Publication Corporation. * Kakkar, S.B. (1995). *Changing perspectives in education.* New Delhi: Vikas Publishing House Pvt. Ltd.   **Web Sources**  <http://www.yourarticlelibrary.com/education/agencies-of-education-meaning-and-classification/76812>  <http://www.preservearticles.com/education/complete-information-five-different-types-of-educational-agencies/2618> |
| **Unit-II : Social Stratification & Social Change in Indian Scenario**   * Conceptualizing Social Stratification * Forms and Bases of Social Stratification * Impact of Social Stratification on Education and Vice versa * The concept of social change * Factors of social change * Role of education in the process of social change | 18 | * 1. Concept of Social Stratification   2. Forms and Bases of Social Stratification   3. Impact of Social Stratification on Education and Vice versa   4. The concept of social change   5. Factors of social change   6. Role of education in the process of social change | Lecture cum Discussion | **On completion of this unit the students will be able to:**   * develop understanding about the social realities of Indian society and its impact on education. * learn the concepts of social change and social Stratification in relation to education. * explain the factors of social change | Students’ will prepare assignment and present their views/ideas through Power Point Presentation and group discussion | * Bhattacharya, S. (2006). *Sociological foundation of education*. New Delhi: Atlantic Publishers. * Dhankar, N. (2010). *Education in emerging Indian society*. New Delhi: APH Publishing Corporation. * Murthy, S.K. (2009). *Philosophical and sociological foundation of education*. Ludhiana: Tondan Publication, * Pathak, R.P. (2009). *Philosophical and Sociological foundations of education.* New Delhi: Kanishka Publishers. * Siddiqui, M.H. (2009). *Philosophical and sociological foundation of education*. New Delhi: APH Publishing Corporation. * Thakur, A.S., & Berwal, S. (2007). *Education in emerging Indian society*. New Delhi: National Publishing House.   **Web Sources**  <http://www.yourarticlelibrary.com/sociology/social-stratification-meaning-types-and-characteristics-sociology-2446-words/6199>  <https://sol.du.ac.in/mod/book/view.php?id=1449&chapterid=1332>  <https://study.com/academy/lesson/social-stratification-factors-wealth-power-prestige.html>  <http://people.uncw.edu/pricej/teaching/socialchange/causes%20of%20social%20change.htm>  <https://onlinelibrary.wiley.com/doi/full/10.1111/bjso.12251>  <https://socialsci.libretexts.org/Bookshelves/Sociology/Book%3A_Introductory_Sociology_(OpenStax)/9%3A_Social_Stratification_in_the_United_States/9.2%3A_Social_Stratification_and_Mobility_in_the_United_States> |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit-III : Indian Thinkers and their Contribution to Education**   * Mahatma Gandhi * Swami Vivekananda * Pandit Madan Mohan Malviya * Shree Aurobindo * Rabindranath Tagore * J. Krishanan Murti | **12** | * 1. Mahatma Gandhi and his contribution to education   2. Swami Vivekananda his contribution to education   3. Pandit Madan Mohan   4. Malaviya and his contribution to education   5. Shree Aurobindo and his his contribution to education   6. Rabindranath Tagore his contribution to education   7. J. Krishanan murti and his contribution to education | Lecture cum Discussion | **On completion of this unit the students will be able to:**   * narrate the educational thought and ideas of the great Indian educators * appreciate the contribution of great Indian educators to education | Students’ will prepare assignment, share their ideas in group discussion and present their views/ideas through Power Point Presentation | Panda, P.K. (2017). *Contemporary India and education.* New Delhi: A.P.H. Publishing Corporation.  Chaube, S.P.(2016). *History and problems of Indian education*. Agra: Shri Vinod Pustak Mandir.  [Chand](https://www.amazon.in/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Jagdish+Chand&search-alias=stripbooks), J.  (2009). *Great India thinkers on education.* New Delhi: Shipra Publications. Puri, M. (2012*).* [*Great Indian thinkers on education*](https://www.amazon.in/Great-Indian-Thinkers-Education-Puri/dp/8131316319/ref=sr_1_3?ascsubtag=1ba00-01000-a0049-win10-other-nomod-in000-pcomp-feature-scomp-wm-5&keywords=books+on+great+indian+education+thinkers&qid=1565181144&s=gateway&sr=8-3)*.* New Delhi: APH Publishing Corporation. **Web Sources**  [http://assisiaruvithura.blogspot.com/2013/06/mk- gandhi.html](http://assisiaruvithura.blogspot.com/2013/06/mk-%20gandhi.html)  <https://archive.org/stream/31DR.HADIBANDHUBEHERA/31-DR.%20HADIBANDHU%20BEHERA_djvu.txt>  <http://www.cjal.org/library/2014/1/50-cl2.0-S-main.pdf>  <https://www.slideshare.net/akashDixit1/madan-mohan-malviya-and-his-contribution-and-philosophy-by-ar-akash-dixit>  <https://www.academia.edu/11999030/EDUCATIONAL_PHILOSOPHIC_OUTLINE_OF_AUROBINDO_GHOSH> |
| **Unit-IV : Policy Framework for Public Education in India and its implementation and Issues in Indian Education**   * Commissions and Committees in Education- Sargent, Wood Dispatch, Hunter and Kothari * National Policy on Education – 1986, Revised 1992 * DPEP, SSA, RTE ACT 2009, RMSA, RUSA * Equalization of Educational Opportunities – SC/ ST, OBC, women, handicapped and religious minorities and linguistic minorities * Liberalization, Privatization and Globalization in Education * Skill Development – Challenges in India |  |  | Lecture cum Discussion | **On completion of this unit the students will be able to:**   * understand the implications of various commissions and committees in education * analyse and appreciate the various policies on education * realize the importance of educational opportunities for the disadvantaged sections of the society * criticize and analyse the practice of liberalization, privatization and globalization | Students’ will prepare assignment, share their ideas in group discussion and present their views/ideas through Power Point Presentation | Aggarwal, J.C. (2006). *Modern Indian education: History, development and problems*. New Delhi: Shipra PublicationsChaube, S.P.(2016). *History and problems of Indian education.* Agra: Shri Vinod Pustak Mandir. Pathak, R.P. (2006). *History development and contemporary problems of Indian education*. New Delhi: Kanishka Publishers.  **Web Sources**  <https://www.toppr.com/guides/economics/liberalization-privatisation-and-globalisation/introduction-to-lpg/>  <https://www.aicte-india.org/downloads/RUSA%20Version%2018%20Narrative%207th%20Jan.pdf> |

**Internal Assessment Strategies:**

The thirty marks have been allotted under Internal Assessment. The following activities will be executed under Internal Assessment:

|  |  |  |  |
| --- | --- | --- | --- |
| **S. No.** | **Activity** | **Mode** | **Weightage of Marks** |
| 1 | Two Sessional tests will be conducted(Best one will be considered) | Written Test | 10 |
| 2 | Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) and any other activity under Practicum | Assignment &  Presentation (PPT) | 15 |
| 3 | Percentage of attendance |  | 05 |
|  | **Total Marks** | | 30 |