

**PAPER -I EDUCATION IN THE EMERGING INDIAN SOCIETY  
SEMESTER I**

**Objectives**

Student Teachers

- 1) Realize the scope of educational philosophy and how it determines the entire system of education
- 2) Understand the role of teachers in the creation of new social order in the country.
- 3) Develop an understanding of the means and measures for promotion of national integration and international understanding.
- 4) Realize the contribution of great educators-both Indian and western to the process of education.
- 5) Understand the need and importance to study education in a sociological perspective.
- 6) Develop an understanding of the importance and role of education in the progress of Indian society.

**Content**

**SEMESTER I**

**Unit I: Relationship between philosophy and Education (15 hrs )**

- Meaning, Nature and Scope of Educational philosophy
- How Philosophy determines the educational system.
- Education- definitions Concept of Education- Western and Indian
- Factors influencing aims of education:- Philosophical, Socio-cultural, Ideological and Economic

**Unit II: Major Philosophical Systems (15 hrs)**

2.1. Educational Implications of-

- a. Idealism
- b. Naturalism
- c. Pragmatism
- d. Humanism- with reference to basic postulates, aims, curriculum, methods and discipline.

2.2 Contribution to Education by Great Thinkers

- A. Socrates, Plato, Aristotle, Pestalozzi, Herbert, Freobel, Rousseau, , Montessori, Dewey, Paulo Friere
- B. Educational Thoughts of Vivekananda, Aurobindo and Tagore.
- C. Gandhian Concept of Education.

**Unit III: Sociology and Education in Indian Context (30hrs)**

### **Sociological basis of education:-**

- 3.1. Relationship between education and society- Factors affecting the relationship.
- 3.2 Interactive role of education and society-family, school, community, religion, State and media.
- 3.3 Education in the social context and Social Change
- 3.4 Nature of Indian Society- Unity in diversity,
- 3.5. Factors influencing social change
- 3.5. Major changes occurred in the Indian society-Post- independence period.
- 3.7 Role of Education in Promoting social change
- 3.8 Education and modernisation.
- 3.9 Education and Economic development
- 3.10 Education and Democracy

### **Unit IV: Education, Culture and Human Values (10hrs)**

#### Universal and Traditional values

- 4.1. Universal and Traditional Indian values and values laid down in our constitution
- 4.2 Meaning and classification of values. Nature of moral and ethical values
- 4.3. Value-oriented education
- 4.4. Value crisis and role of education in resolving value crisis (Inculcating values-socio-cultural sensitivity)
- 4.5. Culture and Education
- 4.5. Cultural pluralism, cultural lag, cultural conflict.

### **SEMESTER II**

#### **Objectives**

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#### **Content**

#### **Unit I: Education in Pre-Independent India**

08Hrs

1. Dravidian (Indus Valley) and Vedic Education
2. Buddhist period
3. Islamic period
4. Education under British rule

#### **Unit II: Reports of Education Commission 08Hrs**

- 1) Maculae's minutes 1835

- 2) Wood's Despatch-1854
- 3) Hunter Commission-1882
- 4) Sadler Commission-
- 5) Sergeant plan -1944

Note: The student teachers are expected to study the above reports with special reference to the recommendations and their relevance and implications for an Indian system of education.

### **Unit III: Education in Post Independent India**

24Hrs

3.1. Reports and policies-their impact on the evolution of a national education system with reference to the following:

- a. The University Education Commission-1948
- b. Report of the Secondary Education Commission -1952
- c. The Education Commission (1964-66)
- d. National Policy on Education (NPE-1986) and after.

3.2. Current problems of education in India and attempt made to solve

them.

- a. Teacher education
  - b. Higher Education
  - c. Special Education, Deprived Education

3.3 . UNESCO and Education **Unit IV: Education In Kerala**

10Hrs

4.1 Education in Ancient Kerala- Kararies, Salas, Madrassas,

Contribution of Christian Missionaries 4.2 Educational Reforms in

Kerala

4.3 Education under Panchayathi Raj

### **Unit V: Issues in Indian Education 8s Major Concerns in Higher Education (20Hrs)**

#### **Issues in Indian Education**

1. Constitutional Provisions of Education in India with 'w reference to Article 45(UEE) and 30(1).
2. Three language formula
3. Elementary Education Including Pre-Primary
4. Development in Five Year Plans
5. Wastage and Stagnation
6. Vocationalisation of Secondary Education
7. 10+2+3 system
8. Curricular reforms- SSS, Grading
9. Navodaya Vidyalayas
10. Role of CBSE, SCERT, NCERT, DIET
11. Types of education- Formal, Non-formal, Informal,

Extensions

#### **Major Concerns of Higher Education**

1. Student unrest
2. Examination Reforms
3. Role of NCTE and UGC
  
4. Women Education for Gender Equality
5. Professional Growth of Teachers.
6. Literacy Mission

#### UNIT V: HUMAN RIGHTS EDUCATION

10Hrs

1) Hu  
 man Rights: Meaning, Universal Declaration of Human Rights-  
 International Covenants (General Idea)- Convention on the Rights of  
 the Child(1989)-Indian Constitution and Human Rights.

2) Hu  
 man Rights Education: Rationale-Principies of human Rights  
 education-Objectives of Human Rights Education- Importance of  
 Human Rights Education at different stages- (Elementary, Secondary  
 and Higher

Secondary)-Useful teaching methods- Role of teachers in  
 implementation-Human Rights Educational in India- **References**

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