Page1

Contemporary Concerns and Issues in Secondary Education in India

**Programme(s) in which it is offered:** Integrated B.A. B.Ed. (English), and B.Sc.B.Ed. (Mathematics)

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| --- | --- |
| **Course Category**: Core | **Schedule of Offering**: Even |
| **Course Credit Structure:** 3 | **Course Code:** EG517 |
| **Total Number of Hours:** 45 | **Contact Hours Per Week:** 3 |
| **Lecture:** 2 Credits, 30 Hours | **Tutorial:** 1 Credit, 15 Hours |
| **Practical:** 0 Credits, 0 Hours | **Medium of Instruction:** English |
| **Date of Revision:** | **Skill Focus:** Employability |
| **Short Name of the Course:** CCISEI | **Course Stream *:*** NA |
| **Grading Method:** Pass/Fail, Regular | **Repeatable:** Non Repeatable |
| **Course Level:** Beginner |  |

# Course Description

This course is offered as a Professional Education Course for Integrated B.A.B.Ed. and B.Sc.B.Ed. students. This course focuses on the basics of trends and issues in educational environments and discusses the concept of Teaching as a profession as well as service. The students develop knowledge, skills an d attitude to analyse the various issues in the society as well as in the education realm and empowers them to take steps to overcome these challenges and issues.

# Course Introduction

This course synthesizes aspects of contemporary issues in society and education in order to prepare student teachers to work with the wide range of individual and social issues and problems for empowering them as a global citizen. Prospective teachers become familiar with concepts and issues related to gender, value and peace, The importance of Life skills education and Human rights education are also highlighted

# Course Objectives

Page2

The objectives of this course are

1. Analyse the challenges in Education in general and Teacher Education in particular
2. Comprehend the gender related issues in the society and in education
3. Analyse the other major concerns and issues in Secondary Education,
4. Analyse the contemporary trends in Education **Course Outcomes**

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

1. Sketch the development of teacher education and teaching profession in India since in Post -independence period
2. Describe the challenges in Education in general and Teacher Education in particular
3. Examine the gender related issues in the society and in education
4. Explain other major concerns and issues in Secondary Education
5. Outline the contemporary trend in education
6. Internalize the concepts of Life Skills, Value education and Peace education

# PO-CO Mapping

This explains how the Course Outcomes (CO) are mapped with the Programme Outcomes (PO).

**PO-CO Mapping Matrix**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| CO/PO Mapping | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 |
| CO1 |  |  |  |  |  |  |
| CO2 |  |  |  |  |  |  |
| CO3 |  |  |  |  |  |  |
| CO4 |  |  |  |  |  |  |
| CO5 |  |  |  |  |  |  |

# Pedagogy

Page3

This course employs Lecture cum discussion, PowerPoint presentations, Library works, Debates, Reading of related articles on education, Role-plays, Movie screening, Problem based Learning, Assignment, Seminar, etc. All the students will have to submit an assignment. Each student is expected to take part actively in daily discussions which will be assessed for class participation marks.

# Reading:

1. Batra, G.S. and Dangwal, R.C. (eds), Globalisation and Liberalisation: New Developments, Deep & Deep, New Delhi, 2004.
2. Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
3. DepartmentofWomenandChild Development, Ministry of HRD, NewDelhi, 1988. Report on Gender and Poverty–PublishedbytheWorldBank, 1990.
4. Govt of India, Shramshakti: Report of the National Commission on Self- Employed Women and Women in theInformal Sector, NewDelhi, 1988.

(Add more readings covering the whole course)

# Suggested Reading:

1. Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
2. Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris.
3. Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
4. UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris
5. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations InterAgency Meeting, WHO, Geneva.
6. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu

# Evaluation Pattern

Page4

**Evaluation Matrix**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Continuous Internal Assessment (CIA)****Components** | **Component Type** | **Weightage Percentage** | **Total Marks** | **Tentative Dates** | **Course****Outcome Mapping** |
| Mid-term Exam | 33% of CIA Marks | 20 | 10th week | 1 , 2 & 3 |
| Participation | 17% of CIA Marks | 10 | Daily | 1, 2, 3, 4, 5,6 |
| Presentation | 33% of CIA Marks | 20 | 8th and 12thweeks | 3, 5, 6 |
| Assignment /Practicum | 17% of CIA Marks | 10 | 13th week | 3,5,6 |
| CIA Marks | 100 % (To beconverted to 60%) | 60 |  |  |
| ESE | 40% | 40 | End of theSemester | 1,2,3,4,5,6 |

# Module Sessions

**Module I: Challenges in Teaching Profession (9 Hours)** Development of teacher education in India post-independence period;; Recommendations of various commissions and committees on education in general and teacher education in particular; Lack of professional ethics among teachers and measures to enhance them; Changing roles and responsibilities of Teachers;.

# Readings:

1. National Policy of Education 1986/1992.
2. National Curriculum Framework on school education, 2005.
3. UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
4. NCERT (2005): National Curriculum Framework. NCERT (2006): Teacher Education for Curriculum renewal.
5. NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation.

Page5

# Activities:

a) Interactive discussion / debate on relevant contexts in education

# Module II: Gender related issues and need for Gender Studies in Education (9 Hours)

Gender, Gender identity, Patriarchy and feminism; Gender and Schooling – Education for gender equity Case studies of interventions in school education Reflections from the field and strategies for change; Gender Issues in curriculum ; Construction of gender in curriculum framework ; Teacher as an agent of change.

# Readings:

1. Bordia, A.(2007). Education for gender equity: The Lok Jumbish experience.
2. Chatterji, S. A. (1993). The Indian Women in perspective, New Delhi: Vikas Publishing Devendra,K.(1994).ChangingstatusofwomeninIndia,NewDelhi:VikasPublishi ng House
3. Gupta, A. K. (1986). Women and Society, New Delhi: Sterling Publications
4. Ministry of Education (1959).Report of national Committee of Women’s Education. New Delhi.

# Activities:

1. Role Play on various Gender issues
2. Debates
3. Movie screening highlighting Gender issues

**Module III: Other Concerns and Issues in education (9 Hours)** Concerns with regard to access, retention and transfer Universalisation of Education - UEE,USE,UHE; Lateral entry and Multiple entry; Digital divide in education; Quality vs Quantity; Wastage and stagnation; Value crisis in society and in school education

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# Readings:

Page6

1. Aggarwal, J.C. (2010) *Landmarks in the history of modern Indian education* (7th Ed) New Delhi: Vikash Publishing Pvt Ltd.
2. Das, K. K. (1993). *Development of education in India*. New Delhi: Kalyani Publishers.
3. Gupta, M. (2007). *Education in India.* New Delhi. KSK Publisher and Distributions.
4. Rawat, P. L. (1989). *History of Indian Education*. New Delhi: Ram Prasad & Sons.

# Activities:

1. Seminar presentation on various concerns and issues in education
2. Debates on issues in Secondary education

# Module IV: Ccontemporary Trends in Education to overcome challenges and Issues (18 Hours)

Life skills education - need and relevance ; Values, Peace and Human right education; Value Crisis and factors of value crisis- Role of Family, Religion, Educational Institutions, Mass Media (print and Electronic), Social Media in value and peace education; Peace: Concept of peace and peace education, Aims and objectives of peace Education; Status of peace education in the curriculum , and importance of peace education -Sources of value education: Religious literature-Vedas, Bhagavadgita etc; Human rights and its relevance; Revamping Pre-Service and in-service Teacher Education: Concept and objectives Components and modes of pre-service and in-service teacher education Roles and functions of various agencies like UGC, NCERT. NCTE. NUEPA, SCERTs IASEs, CTE, DIETs’ ; RTE and Constitutional Provisions

# Readings:

1. Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
2. Arora, G. L. (1995). Child Centred Education-for Learning without Burden, Gurgaon:Krishna Publishing Co.
3. Bagchi, Jyoti Prakash and Teckchandani, Vinod, (2008). Value Education, Jaipur, UniversityBook House (P) Ltd.

# Activities:

1. Life Skills training -participatory approach
2. Collaborative Learning
3. Assignment on source of value education in Indian tradition