

According to Uniform Curriculum Structure for Two-Year BEd
Programme in WEST BENGAL following NCTE Regulations, 2014

Contemporary India and Education

1st SEMESTER • COURSE-II (1.1.2)

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Preface

The subject Contemporary India and Education Up has been taught as one of the major subjects in the teacher training, as per uniform curriculum structure for two-year BEd Programme. Keeping in view the needs of the BEd students of The West Bengal University of Teachers Training, Education Planning and Administration.

Most of the BEd students do not have any prior knowledge of this subject and they come from a variety of discipline and academic levels, the emphasis is given on the essential concepts and lucid presentation of the subject matter, so that students may draw maximum advantage to understand the concepts.

The topics of both halves have been organized to meet the requirements of the new uniform curriculum. The first half Education in Post-Independent India and the second half Policy Framework for Education in India.

It is hoped that the text will serve the interest and purpose of its readers. Any suggestion for the improvement of this book will be highly accepted.

We are thankful to all our students, colleagues and well wishers for their help, suggestion and cooperation. We are also indebted to the ideas of various authors and express our sense of indebtedness to all of them.

We wish to thank Rita Publication for the meticulous processing of the manuscript and give the thoroughly revised book for third time with a nice get-up.

14th November, 2017

Dr. Subir Nag
Shinjini Nag
Pranay Pandey

1st Semester

WBUTTEPA
& BU

BEd DIGEST *With* SUGGESTION

ENGLISH VERSION

COURSE-I

Childhood and Growing Up

COURSE - II

Contemporary India and Education

COURSE-IV

Language Across the Curriculum

COURSE-V

Understanding Discipline and Subjects

COURSE
EPC-1

Reading and Reflecting on Texts

Compiled & Edited by
A Bhattacharya
R Bhattacharya



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1st. Semester • Course-II (1.1.2)

CONTEMPORARY INDIA AND EDUCATION

Theory: 50+50 Engagement with the field: 25 • Full Marks: 125

1st Half : Education in Post-Independent India

Unit I: Educational provision in the Constitution of India

- Fundamental Rights
- Directive Principles of State Policy
- Fundamental Duties
- Centre-State Relationship
- Language Issues

Unit II: Recommendations of various commissions after independence

- Indian University Commission (1948-49)
- Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66)
- National Policy of Education (1986,1992)

Unit III: Equalization and universalization of Elementary and Secondary education

- Concept
- Probable solutions
- Problems
- Views of Swami Vivekananda

Unit IV: Inequality, Discrimination and Marginalization in education

- Concept
- Probable solutions
- Causes

Unit V: National Values:

- Concept
- Characteristics
- Relevance in education
- Relation with international understanding.
- Views of Swami Vivekananda in case of the followings : (a) Mass Education (b) Women Education (c) Technical and Vocational Education (d) Culture and Education

2nd Half : Policy Framework for Education in India

Unit I: Contemporary issues of education

- Unemployment
- Population explosions
- Poverty
- Student unrest

Unit II: Policies on education

- SSA
- NKC(2009)
- RTE (2009)
- RMSA
- NCF (2005)
- NCF-TE (2009)

Unit III: Role of Monitoring agencies

- UGC
- NAAC
- NCTE
- NUEPA
- NCERT
- IASE
- CTE
- SCERT
- DIET

Unit IV: Community participation and development

- Women education
- Dalit education
- Tribal education
- Adult Education and continuing in education
- Distance and Open Education
- Government initiatives towards educational policies

Unit V: Educational Planning and Management

- Educational Planning
- Institutional Planning
- Leadership
- Administrative structure of Secondary Education
- Quality Management
- Supervision

Engagement with Field / Practicum

- Any one of the following:
 - i. Study the impact of Right to Education Act on schools
 - ii. Critical Analysis of Different Committees and Commissions on Education
 - iii. Study of Educational Process in Private Schools
 - iv. Planning and Implementation of Activities–
 - Eco-Club,
 - instructional material to inculcate values,
 - field visit to vocational institutes to make reports,
 - awareness development about population explosion in rural /slum areas,
 - creating awareness among SC/ST students about various schemes and scholarships available to them,
 - survey of schools to see the implementation of various incentives of government to equalize educational opportunities,
 - Preparing a presentation on rich cultural heritage of India.

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