

Unit-3 Contemporary Indian Schooling: Concerns and Issues

- 3.1 Equality of Educational Opportunity : Meaning and nature : Forms of inequality: Religion, Regional, Caste, Gender and other marginalized groups.
- 3.2 Inequality in Schooling: Public – Private schools , Rural – urban schools, Mass-elite schools , single teacher schools and many other forms of in-equal school systems. Critical understanding of Paradox of Equal opportunity and in-equal schooling: positive discrimination ; concept and issues and policy interventions.
- 3.3 Schooling: Quality concerns and issues
 - i. Universal access
 - ii. Universal Enrollment
 - iii. Universal retention
 - iv. Universal success

Unit-4 Understanding Exclusion in schooling

- 4.1 Exclusion: Meaning and Nature
- 4.2 Forms of Exclusion: a) physical / Psychological Exclusion
- 4.3 Different types of differently abled children: Nature of problems and their impact on learning
- 4.4 Measure to address the issue of learning of differently abled children and professional preparedness of Institutions;
- 4.5 Socio-cultural and economic exclusion: Understanding different forms of socio-culture and economic exclusion in schooling – Caste, Class, Gender, Minority, and other Marginalized sections of the society.

Unit- 5 Secondary Education: Concerns and Issues

- 5.1 Secondary School stage: its linkages with primary and higher secondary stages of education;
- 5.2 Aims of Secondary School Stages of Education
- 5.3 Universalisation of Secondary School stages of Education: Its Status
 - i. Quantitative expansion , Qualitative consolidation and Equity perspective – A sociological understanding;
 - ii. Issues in Secondary school stages of Education :Privatization, Vocationalization
 - iii. Reforms in Secondary School Stages Education: Curricular , Pedagogical and Examinations;

5. Introducing yoga exercises to be done with ease and meditation which starts with self-knowledge with let come and let go spirit to experience spells of silence for healthy body and mind and to awaken the hidden faculties.
6. Exercises to have inner observation for self knowing while in stress or in emotions and to develop skills of self management.
7. Use of brain storming, value clarification and group discussion techniques to arrive at the realities free of habitual modes of thoughts, attitudes and action tendencies.
8. Encouraging Nature observation, inner observation, nature walks, and reading biographies of great people who contributed their might out of self-abnegation but not with self-centeredness and sharing personal experiences.

Course-XIV

CONTEMPORARY INDIA AND EDUCATION

Course Content

Unit-1 Normative Vision of Indian Education: Indian Constitution

1.1 Constitution of India Basic Features

- i. Fundamental Rights
- ii. Directive principles of state policy
- iii. Federal Structure

1.2 Preamble of the Constitution : The ideals

- i. Sovereign Nation
- ii. Democratic and Secular polity
- iii. Liberty equality and fraternity
- iv. Justice : Social, Economic and political

Unit- 2 Education as Fundamental Right

2.1 Human Rights; Meaning Nature , and Classification;

2.2 Right of Children : International convention and Indian Constitution; Education as Fundamental Right of Children-2009

2.3 Issues in Implementing RTE-2009: A critical understanding

- i. Issues that affect and negate the children s right to education (Child Labor: Street children, abandoned and orphans)
- ii. Differently abled children: Attitude towards the girl child and her participation in schooling, punishment, abuse and violence in Schools).

Course-XVI

INCLUSIVE EDUCATION

Course Content

Unit-1: Concept of Inclusive Education

- 1.1 Inclusive Education – concept, meaning, definition and importance.
- 1.2 Concept of Impairment, Disability and Handicap
- 1.3 Concept of Special Education, Integrated Education, Mainstreaming and Inclusive Education.
- 1.4 Need for Inclusive Education in India for children with special needs.

Unit-2: Types and Characteristics of Children with Special Needs

- 2.1 Concept, types and characteristics of different types of children with special learning needs:
- 2.2 Children with Physical challenges– Visual, Hearing, Loco-motor and Neurological.
- 2.3 Children with Intellectual challenges – Gifted, Mentally Challenged, Autism (ASD) and Learning Difficulties (LD).
- 2.4 Children with Emotional and Behavioral deviations with special reference to ADHD and Juvenile Delinquency.
- 2.5 Children with Socio- cultural deviations (SC, ST, Minorities) and Linguistic Minorities.

Unit-3: Identification, Assessment and Educational Provisions

- 3.1 Identification, assessment and education of Children with physical challenges – Visual, Hearing, Loco-motor and Neurological.
- 3.2 Identification, assessment and education of Children with Intellectual challenges–Gifted, Mentally Challenged, Autism, Learning Difficulties (LD).
- 3.3 Identification, assessment and education of Children with Emotional and Behavioral deviations with special reference to ADHD and Juvenile Delinquency.
- 3.4 Identification, assessment and education of Children with Socio-cultural deviations and Linguistic minorities.
- 3.5 Challenges and prospects in Identification and assessment of children in inclusive education.

3.6 Constitutional amendments made and Environmental laws,

Unit-4: Environmental Movements and Developments

- 4.1 Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao, Andolan, National Test Range at Balipal, Orissa.
- 4.2 Conditions for achieving the goals of sustainable development
- 4.3 Strategies for sustainable development in India.
- 4.4 The Stockholm conference 1972 – Brundtland commission 1983 – Nairobi conference 1982 – The Rio Summit 1992
- 4.5 The Rio Declaration at the earth charter – Major achievements of the Rio Summit – Main features of the Rio Declaration
- 4.6 Kyoto conference and part on Global Warming 1997.

Unit-5: Environmental Education in the School Curriculum and Means to Sensitize the Students

- 5.1 Environmental education at Primary, Secondary and Higher Education level
- 5.2 Major constraints for its implementation at these levels.
- 5.3 Teacher's role – national resource center for environmental education.
- 5.4 Characteristics of good teaching method.
- 5.5 Seminar, Workshop, Problem-solving, Field trips and Surveys, Projects, Exhibition and other methods.
- 5.6 Relative efficiency of teaching methods, Role of IT and media in environment and human health.

Activities

- 1. Make a survey of your area and document all the environmental problems found along with photographs
- 2. Conduct a survey of five high schools and describe the steps to be taken to enhance the environment and make the institutions Swatch.
- 3. Organize a Rally in a school where you attend Internship on Swatch Bharath and Importance of Environment (The World Environment Day is 5th June) and report
- 4. Conduct elocution and essay writing competitions for students on environmental issues and report.

5.4 Rashtriya Madhyamika Shiksha Abhiyan (RMSA): Goals and policy intervention for Quality Secondary School Stages of Education

Activities

1. A Critical Study with the help of Survey and Observation of alternative schools - Night schools, Mobile schools, Child labor Schools and prepare a report
2. Conduct a Survey of schools of different quality in different milieu and make a presentation
3. A critical review of school textbooks based on socio-cultural and economic exclusion
4. Conduct a survey on street children/orphan children and make a presentation
5. Conduct a survey (a minimum of 10 schools) and critically analyze the RMSA intervention for enhancing the quality of secondary education and prepare a report

Course-XV

GENDER, SCHOOL AND SOCIETY

Course Content

Unit-1: Basics of Gender

- 1.1 Concept, Meaning, Scope of gender,
- 1.2 The difference between sex and Gender - Gender discrimination
- 1.3 The characteristics of patriarchal system and its impact on Women s status
- 1.4 The need and importance of Women s Education – its benefits

Unit-2: Factors affecting gender Discrimination

- 2.1 Factors influencing gender differences and practices- inequality in ratio, female infanticide, feticide, crime, violence.
- 2.2 Religious, Physical, Sociological, Economic, Political, Legal, employment, Psychological etc .
- 2.3 Sociolisation process and its impact on decision making Women / Girls Education
- 2.4 Rural / Urban /Tribal Societies in relation to girls Education
- 2.5 Women and Girls status at present in our Society

Unit-3: Historical Perspectives and changing status of Women

- 3.1 Epic.Vedic age – Kaikeyi, Sathyabhama, Gargi, Maitreyi, Lopamudra etc.

Course-XVII

ENVIRONMENTAL EDUCATION

Course Content

Unit-1: Swatch Bharath- an Environmental Awakening

- 1.1 Meaning, concept, definition of Swatch Bharath
- 1.2 Evolution of the concept of Swatch Bharath, objectives, its campaign and execution.
- 1.3 Integration of Swatch Bharath campaign with educational institutions
- 1.4 Strategies to implement the Swatch Bharath campaign in schools and other educational institutions.

Unit-2: Objectives, Scope and Nature of Environmental Education

- 2.1 Meaning, importance, definition, characteristics and objectives of environmental education
- 2.2 Importance, objectives, scope and guiding principles of environmental education.
- 2.3 Factors of degradation of environment – adverse socio –economic impacts of degradation of environment.
- 2.4 Types of pollution: Land, Air, Water, Noise, and Radiation
- 2.5 Green house effect - Ozone layer depletion.
- 2.6 Importance of need and scope of environmental conservation and regeneration.
- 2.7 Impact of industry/mining/transport on environment

Unit-3: Environmental Management and Protection

- 3.1 Need for environmental management – functions and characteristics of environmental management
- 3.2 Dimensions of environmental management. Factors responsible for flora and fauna extinction
- 3.3 Measures to conserve flora and fauna.- causes for forest fire-measures of prevention
- 3.4 Major environmental problems in India – Environmental protection and policies in India
- 3.5 Need and objectives of conservation – Environmental conservation measures taken in India, waste management, alternative sources of energy, organic farming, rain water harvesting, community participation in nature resource management, water and forests.

- 3.2 Medieval age – Rami Lakshmi Bai, Chennamma, Rudramadevi.
- 3.3 British Age – Victoria, Elizebeth, Noorjahan
- 3.4 Present Age – Indira Gandhi, Sushma Swaraj, Bandaranayake, Kiranbedi, Kalpana Chawala, Prathibapatil, Meerakumar.

Unit-4: Legal issues of Gender

- 4.1 Women s Rights
- 4.2 Legal Provisions
- 4.3 Equality of Sexes
- 4.4 Education and division of Labour – Home, School, Society, work place

Unit-5: Gender and Education

- 5.1 Educational provisions specially meant for girls Education
- 5.2 Emerging trends in the field of girls Education – Reservations
- 5.3 Gender as an influencing factor in course choices
- 5.4 Women empowerment through girls education – its need – National Development

Activities

- 1. Community survey – Literacy rate among boys and girls – Access, Continuity, dropout, entry, pass percentage, child marriages, child labour, etc. and prepare a report
- 2. Visit a Co-Education high school and Girls High School and prepare a report on the facilities to girl students and women teachers.
- 3. Basing on 2011 census reports find out the sex ratio and educational status of different age groups in your mandal and report
- 4. Study of Self Help and Self Employment groups and Economic empowerment of women in these groups – A Report (Select a five groups)
- 5. Text Book Analysis and gender equity – A report.

Unit-4: Policy Perspectives for Children with Special Needs

- 4.1 International Legislations –Salmanca Declaration, UNESCAP, UNCRPD
- 4.2 National Legislations – NPE-1986, PoA-1992, RCI Act-1992, PWD Act-1995 with latest amendments , National Trust Act-1999, RTE Act-2009
- 4.3 Government schemes and provisions – SSA, RMSA with special reference to the provisions and activities aimed at meeting the needs of children with special learning needs.

Unit-5: Educating Children in Inclusive Classrooms

- 5.1 Need for creation of physical, psychological, sociological barriers free environment within and outside the classroom
- 5.2 Assistive devices and technologies required for education of children with special needs in inclusive classroom
- 5.3 Need for parent and community involvement to promote positive behaviours and social competence in children with special learning needs
- 5.4 Need for multi-disciplinary approach to address the educational needs of children with special learning needs
- 5.5 Challenges and prospects in providing education in inclusive classrooms.

Activities

1. Prepare case studies of two differently abled children (with different disabilities)
2. Observation of five class room teaching periods in each of special schools and inclusive schools and prepare a report highlighting the teaching strategies implemented by the teachers
3. Form a small group of 5-6 student teachers and conduct an awareness camp in any village/ward on causes, prevention and referral services available for differently abled children and prepare a report
4. Visit any one NGO offering vocational training for special children and prepare a report
5. Critically analyse the needs, strengths and issues of differently abled children – mentally, visually and hearing challenged