NORTH MAHARASHTRA UNIVERSITY, JALGAON.

TEACHER AND EDUCATION IN EMERGING INDIAN SOCIETY

COURSE-I

8.Ed.Course

(with effect from June, 92)

DRAFT SYLLABUS

RATIONALE := Teacher & Education in emerging Indian Society is a Course designed to provide understanding and insight to the student teacher of the philosophical, Sociological, Politicial and historical dimensions of education inan interdisciplinary perspective. The main emphasis is on promoting under standing of the various roles the prospective teacher will have to perform in the Indian Society which is still emerging through the people's efforts at economic, teehnical, social, political and educational front. At the same time it is hoped, the course will equip the student-teacher with a sort of enlightenment in regards to current developments in Indian education and role of education in promoting individual, social and national development.

OBJECTIVES :-

To enable the student teacher to :-

- Understand general nature of Indian Society past, present and emerging.
- 2) Comprehend meaning and goals of education.
- Grasp the concept of social-change and also the role of education in bringing about the social change.
- Understand the inter-relationship between the goals of life and goals of education.
- 5) Acquaint him with the agencies of education and aspects of education.
- 6) Appreciate the problems relating to the education of the disadvantaged gropups of Indian Society.
- Adopt teaching as a profession and also to grasp the role of teacher in shaping the emerging Indain Society.
- 8) Develop favourable attitude towards teaching profession
- 9) Appreciate contribution of Indian educationist to education
- 10) Understand & evaluate the aspirations of pupils & parents.
- 11) Indentify the job satisfactions of School teachers.

Unit :- 1 EDUCATION (10 Hrs)

- a) Meaning of Education: etymological and comprehensive :-From Indian and Western - point of view.
- b) Education as subsystem of Society (Social Institute).
- c) Education as a means of human resourse development.

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d)	Goals of Education- 1) Inancient India 2) Colonial 3) Modern India - with special reference to Kothari and NPE 1986.	India Commission	
UN	IT ;- 2 INDIAN SOCIETY	(10Hrs)	
: b) of	Nature of ancient Indain Society, Varnas, Asramas, Rinas : Four fold goals of life - Medieval Society - rigidity of the social frame- exploitation varnas - Compartmental fation of castes - denial of education the lowcastes - emanicipation of the low castes		
c)	Present Society :- Nature of the present Indian Society - various and and divisive forces influencing this present socie		
	social economic, political, religious, linguistic a	nd regional.	
d)	Emerging Indian Society :- Nature of emgeging India Egalitarianism as evolved through the national goal ated in the preamble of the Indian Constitution.		
UNI	T: 3 SOCIAL CHANGE	(9 Hīs)	
b) с) d)	Meaning of social change. Factors influcing social change. Nature of social change in emerging Indain Society- and modernity. Role of Education in promoting desired social change Inter dependance of Education and Social change with reference to 21st Century.	÷.	
<u>UN1</u>	T: 4 SCHOOL AND COMMUNITY	(7 Hrs)	
b)	School as a formal agency of education and its role fuctions. Interdependance of School and Community - School as Community Development Centre. Social and other informal agencies : family, peergre	а	
ŗ	reference group, cultural organisations and Massmedia.		
	T: 5 <u>NEW DIMENSIONS OF EDULATION IN EMERGING INI</u> <u>SOCIETY</u>	<u>)IAN</u> (10 Hrs)	
	Concept and Need of : Nonformal Education.		
	Life long education.		

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- Life long education.
- 3) Valu Education .

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4) Education for adjustment.

... 3 ... 5) Education for democratic citizanship. Education for National integration. Education for International understanding and peace. 8) Distance Education. EQUALIZATION OF EDUCATION OPPORTUNITY. $(8 \cdot Hrs)$ UNIT: 6 Meaning of equalization of educational opportunity and measures to promote equality of Educational opportunity among the following disadvantaged groups. i) Scheduled Castes II) Scheduled Tribes III) Women. iv) Religious and linguistic minirities. (8 Hrs)TEACHER UNIT; 7 His role and responsibilities :a) Status of Teacher in modern and ancient Indian Society. b) Characterstics of a good teacher. \vec{c}) Roll of teacher as an acceleraor of social change. d) Interaction between Society and teacher in relation to education. (8 Hrs) TEACHING AS A PROFESSION UNIT : 8 a) Nature of toaching profession. b) Its difference from other profession :- job satisfaction. c) Professional degelopment of teachers. d) Ethics for teaching profession and code of conduct. ć (10 Hrs) PRACTICAL WORK 1) The practical work will be of two types:-Contribution of one of the eminent Indian educationist with reference to the following points: - Philosophy of life, aims of Education. Valuses, Educational experiments, Curriculum, Mothodology, Teacher_pupil relationship impact of his ideology on present system of education and Critical evaluation. Swami Vivekanand, Rabindranath Tagor, Mahatma Gandhi, Mahatama Jyotiba Phule and Dr. Babasaheb Ambedkar. AND Study of the aspirations of five pupils Std.X or of five parents of pupils in Secondary Schools and a short report there on. OR

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 Study of the Job satisfaction of five Secondary School teachers (having at least five years teaching experience), and a short report there on. List of Recommended books, and references :-

 The tracher and Education in Emerging Indian Society :-N.C.E.R.T. (1983)

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- 2) Education in India Today and Tomarrow :- S.N.Mukherji.
- Frinciples and Methods of Teaching:- Bhatia and Bhatia, Doaba House, Delhi.
- Educational Sociology:- Frames Brown, Asia Publishing House, Bombay.
- 5) Sociological Approach to Education :- S.S.Mathur.
- Report of the Education Commission (1964-66) : Education and National Development, Govt.Of India Press, 19966.
- Teacher and Education in India Society:- S.K.Murty. Education in the emerging Indian Society: D.Brahnsa.
- ८] रैभ्रणिक तत्वश्रीन व शैक्षणिक समाजशास्त्र :- म. बा. कुंडले
- ९] गैक्सींगक समाजसारत्र :- प. ग. भंडारी. 🗌

रावीळ प्रकाशन, त्रावारार.

- १०] गैक्षणिक समाजशास्त्र :-- नाईक --नवरे--
- ११] उदयोन्मुख भारतीय तमाजारी . शिक्षणा आणि शिक्षक :- प्रान्पुन्कू-वीरकर-१२] उदयोन्मुख भारतीय तमाजातील शिक्षक आणि शिक्षण :- डॉन् दिन्हे-पाटील व डॅन्म-आन्ह्रोबरे-

१३] उदयो न्मुख भारतीय समाज भूकिण व शिक्षक :— प्राः राग वि गाजरें व प्राः ज्योती महत.

14) Teacher and Education in Emerging Indian Society, Anand, Ruhela and Panda.