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NH-52, Namsai, Arunachal Pradesh -792103

BACHELOR OF ARTS BACHELOR OF EDUCATION (B.A.-B.ED) – THIRD SEMESTER

Third Semester				
S. No.	Code	Name of Subject	Credits	Total Marks
1	B.Ed	Contemporary India and Education	4	100
2	SOC – 2	Sociology of India.	4	100
3	HIN – 2	हिंदी भाषा साहित्य का उद्भाव और विकास	4	100
4	HIS – 2	History of India from CE 300 to 1206	4	100
5	POL – 2	Indian Government & Politics	4	100
6	B.Ed	Reading and Reflecting on Texts (P)	4	100
Total			24	

Subject Name: CONTEMPORARY INDIA AND EDUCATION

UNIT 1 - CONTEMPORARY INDIA

- Meaning of Contemporary India.
- Social Stratification-forms and function; caste and class; pollution and purity ;
- Types of Society-tribal, Agrarian; industrial, post industrial society; Urbanisation; Industrialisation; , Globalization, modernization, economic liberalization and digitalization etc
- Population size; composition and distribution in India; consequences of population growth; educational scenario of India;
- Concept of diversity in terms of educational opportunities-religion, caste, class, gender, language, region and tribes;
- Challenges of diversity in achieving universal education
- Demands of diverse social groups towards education;
- Role of education in creating positive attitude towards diversity;

UNIT 2 - Constitutional Provisions and Education

Normative orientation of Indian education: A historical enquiry

- Constitutional provisions on education that reflect National ideals: Democracy, and the values of equality, justice, freedom, concern for others' wellbeing, secularism, respect for human dignity and rights.
- India as an evolving Nation: Vision, Nature and Salient Features – Democratic and Secular polity, Federal structure: Implications for educational system

- Aims and purposes of education drawn from the normative vision Σ Fundamental Rights & Duties of Citizens
- Constitutional interventions for universalization of education and promoting the achievement of freedom, justice, equality and fraternity
- Decentralization of Education and Panchayati Raj (specifically through 73rd and 74th amendment)
- Role of Central and State governments in the development of education

UNIT3 - Policy Framework for Development of Education in India

- Overview of educational reformation in the Pre-independence period- Macaulay's minutes, Wood & Despatch, Hunter Commissions; Sargent Report, Basic education, Naye Talim;
- Education in Post Independence Period: Mudaliar Commission(1952) Education Commission (1964-66);NPE 1968;NPE 1986 and its modified version 1992; Right to Education Act- 2009; Knowledge Commission;
- Emerging trends in the interface between
 - ✓ Political process and education;
 - ✓ Economic developments and education; and
 - ✓ Socio-cultural changes and education.
 - ✓ Idea of Common School System
 - ✓ National System of Education
- Language Policy
- Learning Without Burden-1993
- Justice Verma Commission-2012
- Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)

UNIT 4 – Initiatives of the Government of India

- Sarva Shiksha Abhiyan (SSA)
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Mid-day Meal
- Schemes for girls, SC, ST and Marginalised Group
- ICT In School Education- National Repository of Open Educational Resources (NROER)

Unit5 - Contemporary Indian Education: Concerns and Issues

- Universalisation of School Education
- Right to Education and Universal Access:
 - ✓ Issues of a) Universal enrolment b) Universal retention c) Universal success
 - ✓ Issues of quality and equity.
(The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently-abled children)
 - ✓ School safety
- Equality of Educational Opportunity:
 - ✓ Meaning of equality and constitutional provisions
 - ✓ Prevailing nature and forms of inequality, including dominant and minor groups and related issues
- Inequality in schooling: Public-private schools, rural-urban Schools and international schools, single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities
- Differential quality in schooling: Variations in school quality
- Issues in contemporary India like Industrialization, Urbanization, Globalization, Modernization and Economic liberalization etc and their effect on education.

Practicum

- Critical appraisal of Constitutional values as practiced in an Educational Institution
- Comparative study of different kind of schools

- Conflicts and Social Movements in India: Women, Dalit and tribal movements,
- Marginalization and education of children from slums and distress migration
- Impact of electronic media on children
- Understanding youth culture in the present times and the impact of internet and other Visual mediums.
- Organization of Literacy Programmes (Night School/Classes) for adults and continuing education among Youths (A Pilot Project).
- Causes and Poverty and Eradication of Slum Areas/ Rural Areas.
- Presentation on the reports and policies on USE
- Conduct of survey of government and private schools to identify various forms of inequality
- Survey of backward locality to find out the causes of low literacy.
- Study of functioning utility of Shala, Vikas Samiti in a Secondary School.
- Study of voluntary agency working in the field of educational and school development of society.

Suggested Readings

1. Anand, C. L. et al.: Teacher and Education in Emerging India, NCERT, New Delhi, 2000.
 2. Mani, R. S.: Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
 3. Mohanty Jagannth: Indian Education in Emerging Society, Sterling Publication, New Delhi, 2002.
 4. Naik, J.P.: Equality, Quality and Quantity: The Elusive Triangle of Indian Education. Bombay: Allied Publishers, 1975.
 5. Panday Shyam Swaroop : Shiksha Ki Darshnik Ewam Samajik Prushi Bhoomi, VinodPustak Mandir, Agra.
 6. UNESCO: Thinking Ahead: UNESCO and the Challenges of Today and Tomorrow. Paris: UNESCO, 1977.
 7. Badheka, G. (2006). *Divasvapna*. National Book Trust. Retrieved from <http://www.arvindguptatoys.com/>
 8. Carr, D. (2005). *Making sense of education: An introduction to the philosophy and theory of education and teaching*. Routledge.
 9. GOI. (1966). *Report of the education commission: Education and national development*. New Delhi: Ministry of Education
 10. GOI. (1986). *National policy of education*. GOI.
 11. GOI. (1992, 1998). National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
 12. GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
 13. GOI. (2011). Sarva shiksha abhiyan- Framework for implementation based on the right of children to free and compulsory education act, 2009. GOI. Retrieved from [http://www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_\(revised\)_9-6-2011.pdf](http://www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_(revised)_9-6-2011.pdf)
 14. Govinda, R. (2011). *Who goes to school?: Exploring exclusion in Indian education*. Oxford University Press.
 15. Krishnamurti, J. (1992). Education and world peace. In *Social responsibility*. Krishnamurti Foundation.
 16. Kumar, K. (2013). *Politics of education in colonial India*. India: Routledge.
 17. Naik, J.P. (1982). *The education commission and after*. APH Publishing.
 18. Naik, J.P., & Nurullah, S. (1974). *A students' history of education in India (1800-1973)*. Macmillan.
 19. NCERT. (2005). *National curriculum framework. (NCF 2005)*. New Delhi: NCERT.
 20. NCERT. (2006a). *Position paper-National focus group on education with special needs*
 21. NCERT. (2006b). *Position paper-National focus group on gender issues in the curriculum (NCF 2005)*. NCERT.
 22. NCERT. (2006c). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005)*. New Delhi: NCERT.
 23. NCERT. (2006d). *Position paper-National focus group on teaching of Indian language*
- Raina, V. (2010). *FAQs on the right to free and compulsory education act 2009*. BharatGyan Vigyan Samiti, UNICEF.

Subject Name: SOCIOLOGY OF INDIA

1. India as a Plural Society
2. Social Institutions and Practices
 - a. Caste
 - b. Tribe
 - c. Class
 - d. Village
 - e. Family and Kinship
3. Identities and Change
 - a. Dalits' Movement
 - b. Women's Movement
4. Challenges to State and Society
 - a. Communalism
 - b. Secularism

Suggested Readings:

1. Mason, Philip 1967. "Unity and Diversity : An Introductory Review" in Philip Mason(ed.) India and Ceylon: Unity and Diversity. London: Oxford University Press, Introduction. 4 \
2. Stern, Robert W. 2003. Changing India. Cambridge: CUP. Introduction. Change, societies of India and Indian Society. pp. 1 – 31
3. Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille (ed.) Social Inequality: Selected Readings. Harmondsworth: Penguin Books, pp.265-272.
4. Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", The Far Eastern Quarterly, Volume 15, No. 4, pp 481-496.
5. Haimendorf, C.V.F., 1967, „The Position of Tribal Population in India“, in Philip Mason (ed.), India and Ceylon : Unity and Diversity, New York: Oxford University Press, Chapter 9.
6. 2.3.1 Thorner, Daniel, 1992. "Agrarian Structure" in Dipankar Gupta (ed.), Social Stratification in India, New Delhi: Oxford University Press, pp. 261-270.
7. 2.3.2 Deshpande, Satish, 2003, Contemporary India : A Sociological View. New Delhi; Viking, pp. 125-150.
8. 2.4.1 Srinivas, M.N., 1987, The Dominant Caste and Other Essays, Delhi: Oxford University Press, pp.20-59.
9. 2.5.1 Shah, A. M., 1998, The Family in India: Critical Essays. New Delhi: Orient Longman, pp.52-63.
10. 2.5.2 Karve, Iravati. 1994, „The Kinship map of India“, in Patricia Uberoi(ed.) Family, kinship and marriage in India. Delhi: Oxford University Press, pp.50-73.
11. 3.1 Shah, Ghanshyam. 2001, Dalit identity and politics. Delhi: Sage Publications, Chapter 1 and 7.
12. 3.2 Kumar, Radha. 1999, „From Chipko to sati: The Contemporary women"s movement“, in Nivedita Menon (ed.) Gender and Politics in India. Delhi: Oxford University Press, pp. 342-369.
13. 4.1 Madan, T.N., 1997, Modern Myths and Locked Minds. Delhi: Oxford University Press, Chapter 8.
14. Dumont, L. 1997, Religion, Politics and History in India. Paris: Mouton, Chapter 5.

Subject Name: हिंदी भाषा साहित्य का उद्भाव और विकास (HIN 2)

- इकाई १ :** - आधुनिक भारतीय भाषाओं का उद्भव एवं विकास
- हिंदी का उद्भव और विकास
 - हिंदी साहित्य का इतिहास का इतिहास का संक्षिप्त परिचय (आदि काल, भक्ति काल, रीति काल और आधुनिक काल)
- इकाई २ :** - हिंदी गद्य विधाओं का उद्भव एवं विकास
(कहानी, नाटक, उपन्यास और निबंध)
- इकाई ३ :** - भक्तिकालीन हिंदी साहित्य
- कबीरदास - काहे रे नलिनी तू कुम्हिलानी..... ॥
- सन्तो भाई आई ज्ञान की आंधीरि..... ॥
 - गुरु गोविन्द दोउ खड़े ॥
 - निदक नियरे रखिये ॥
 - माला फेरत जग फिरा ॥
 - पाहन पूजे हरी मिलै ॥
 - वृच्छ कबहूँ न फल ॥
 - पोथी पढ़-पढ़ जग मुआ ॥
- सूरदास - मैया मैं नहि माखन खायो.... ॥
- उधो मन न भये दस बीस....॥
- इकाई ४ :** रीतिकालीन कविता
- बिहारी - मेरी भाव बाधा हरो... ॥
- कनक-कनक ते सौ गुनी... ॥
 - चमचमात चंचल नयन... ॥
 - थोड़े ही गुन रीछते..... ॥
 - कर समेट कच भुज.... ॥
- घनानंद - अति सूधो सनेह को मारग है.... ॥
- रावरे रूप की रीति अनूप..... ॥

इकाई ५.: - आधुनिक कविता

मैथिलीशरण गुप्त – पुष्प की अभिलाषा

- नर हो न निराश करो

सुमित्रानंदन पन्त – आह धरती कितनी देती है

रमन लाल अग्रवाल – रमन छन्दवाली (छन्द – संग्रह)

(वाणी वंदना, राष्ट्रभाषा हिंदी, बसंत बहार, बाँके बिहारी,

वीर शिवाजी, रजनी)

सहायक ग्रन्थ :

१. हिंदी साहित्य का इतिहास – रामचंद्र शुक्ल
२. हिंदी साहित्य का इतिहास – हजारी प्रसाद द्विवेदी
३. कबीर – हजारी प्रसाद द्विवेदी
४. बिहारी सतसई – विश्वाथ प्रसाद मिश्र
५. रमन – छन्दवाली (छन्द – संग्रह) – रमन लाल अग्रवाल 'रमन' प्रकाशन – कन्हैया लाल प्रागदास स्मारक समिति

Subject Name: HISTORY OF INDIA FROM CE 300 TO 1206

I. Studying Early Medieval India:

Historical geography Sources: texts, epigraphic and numismatic data Debates on Indian feudalism, rise of the Rajputs and the nature of the state

II. Political Structures:

- (a) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas
- (b) Legitimization of kingship; brahmanas and temples; royal genealogies and rituals
- (c) Arab conquest of Sindh: nature and impact of the new set-up; Ismaili dawah
- (d) Causes and consequences of early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

III. Agrarian Structure and Social Change:

- (a) Agricultural expansion; crops
- (b) Landlords and peasants
- (c) Proliferation of castes; status of untouchables
- (d) Tribes as peasants and their place in the Varna order

IV. Trade and Commerce:

- (a) Inter-regional trade
- (b) Maritime trade

- (c) Forms of exchange
- (d) Process of urbanization
- (e) Merchant guilds of South India

V. Religious and Cultural Developments:

- (a) Bhakti, Tantrism, Puranic traditions; Buddhism and Jainism; Popular religious cults
- (b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri
- (c) Regional languages and literature
- (d) Art and architecture: Evolution of regional styles

Suggested Readings

1. Richard Davis Lives of Indian Images.
2. Romila Thapar, Somanatha: The Many Voices of a History.
3. John S. Deyell, Living Without Silver: The Monetary History of Early Medieval North India.
4. Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India.
5. Burton Stein, Peasant State and Society in Medieval South India.
6. R. Champakalakshmi, Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD.

Subject Name: INDIAN GOVERNMENT & POLITICS

I. Political Parties and the Party System

Trends in the Party System; From the Congress System to Multi-Party Coalitions

II. Determinants of Voting Behaviour

Caste, Class, Gender and Religion

III. Regional Aspirations

The Politics of Secession and Accommodation

IV. Religion and Politics

Debates on Secularism; Minority and Majority Communalism

V. Caste and Politics

Caste in Politics and the Politicization of Caste

VI. Affirmative Action Policies

Women, Caste and Class

VII. The Changing Nature of the Indian State

Developmental, Welfare and Coercive Dimensions

Subject Name: READING AND REFLECTING ON TEXTS

Objectives of the Course:

- To enable student-teachers to read and respond to a variety of texts in different ways and also learn to think together and appreciate that depending on the text and the purposes of reading, responses may be personal or creative or critical or all of these together.
- To develop meta-cognitive awareness in student-teachers to become conscious of their own thinking processes as they engage with diverse texts.
- To enhance their capacities as readers and writers by becoming participants in the process of reading.

Course Content:

Readings for Discussion, Analysis and Reflection

- Delpit, Lisa D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People Children. Harvard Educational Review 58(3), 280-298.
- Donovan, M. S. And Bransford, J. D. (Ed.) (2005). How students learn. Washington DC: The National Academies Press, Chapter 1: Introduction 1-26, Chapter 13: Pulling Threads 569-590.
- Gilligan, C. (1977). In a Different Voice: Women.s Conception of Self and Morality. Harvard Educational Review, 47 (4), 481-517
- Ilich, I. (1970). Deschooling Society, London, UK: Marion Boyars.
- Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. Contemporary Education Dialogue, Vol. 2(1), 5-29.
- Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
- Wood, D. (2000). Narrating Professional Development: Teacher s stories as texts for improving practice. Anthropology and Education Quarterly, 31(4), 426-448.

Audio-visual Resources :)Any Three of the following to be screened for the student-teachers and discussion to be followed)

- *A New Education for a New India* (CD ROM) (By Gnostic Centre/NCTE)
- *Had-Anhad: Journeys with Ram and Kabir* by Shabnam Virmani <http://www.kabirproject.org>
- *Teacher.s Journey*: An observational film on teaching methodologies of a primary school teacher in a single-teacher school in MP, India. Director- Deepak Verma,
- Azim Premji Foundation. For copies contact -madhumita@azimpremjifoundation.org
- *Where Knowledge is Free*: A documentary film about children branded by Caste and excluded from education. Director Binitesh Baruri. Available at Indian Institute of Dalit Studies, Q-3, Green Park Ext., New Delhi-16, Ph. 91-11-41643981 <http://www.dalitstudies.org.in>.