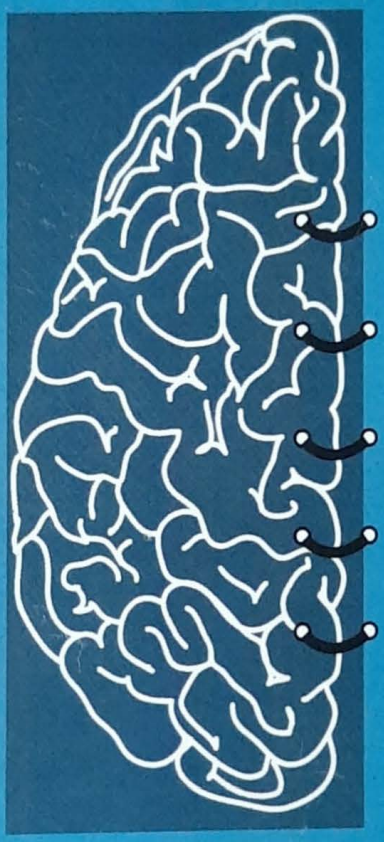

KNOWLEDGE, THEORIZATION AND RIGHTS:

RENEGOTIATING THE CONNECTIVES

Edited by

Pius V Thomas

SALESIAN COLLEGE
PUBLICATION

Don Bosco Road, Siliguri - 734 001 / Post Box No. 73
principal@salesiancollege.net
Phone: 0353-2545622
Website: www.salesiancollege.in

Published in West Bengal, INDIA

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First Edition: 2015
Price: ₹ 600.00

ISBN 978-93-82216-12-4

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A Critical Appraisal of Right to Education Act 2009

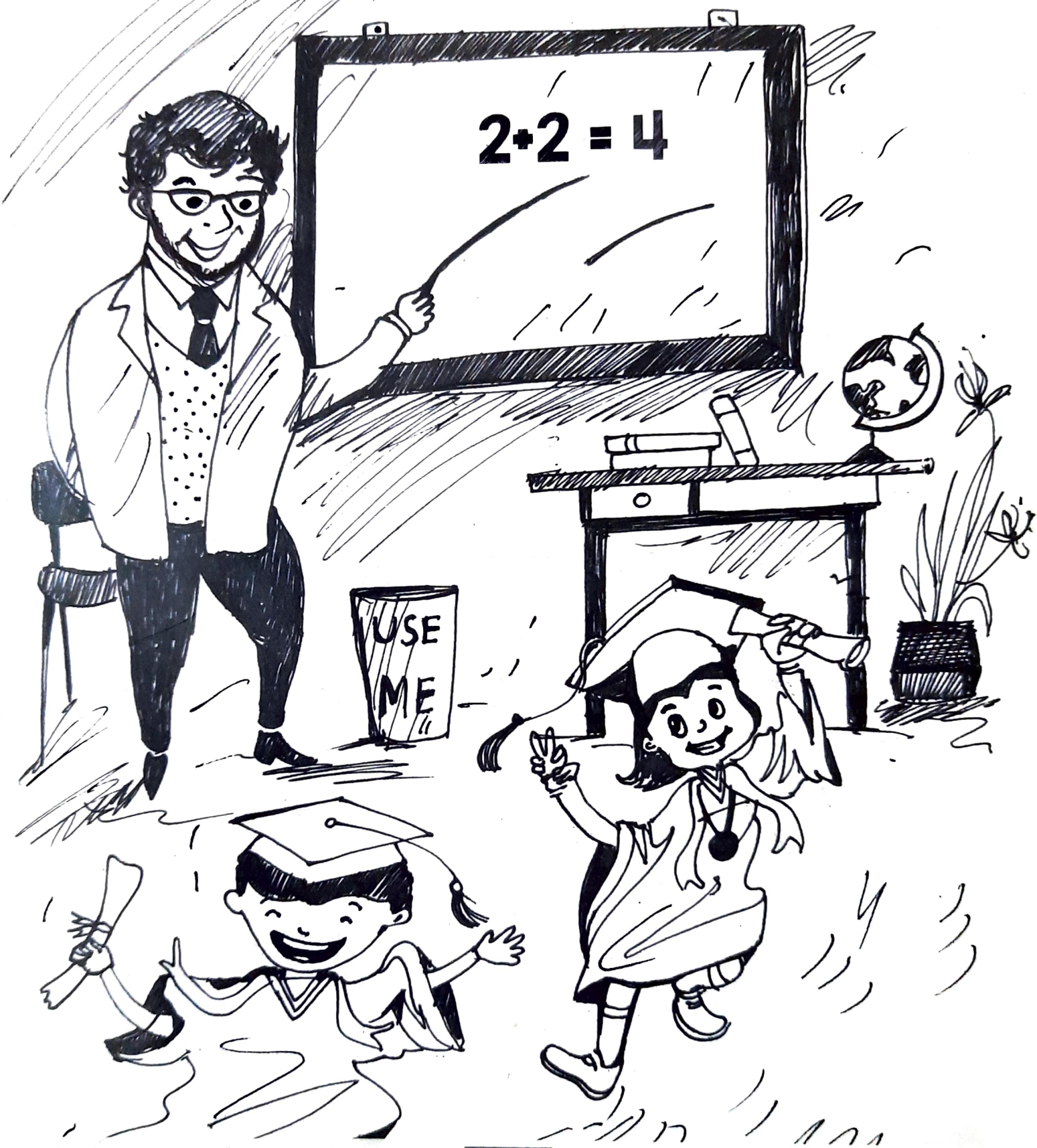
Remith George Carri

Historical Perspective of Right to Education Act 2009

Since 1841, laws were enforced to protect children in their workplace in the European Union and in 1881, French laws included the right for the children to be educated[1]. It was extended to other spheres too such as medical, social and justice and many European countries started following the French pattern. Later the League of Nations, in 1924 endorses the Geneva Declaration of the rights of the child. In the declaration, it is stated that there should be provision for the normal development of the child and he/she should be nurtured to enable him/her to earn his/her livelihood. The consequences of World War II and the Cold War further gave impetus to the significance of protecting the children and lead to the moulding of various laws and regulations to protect the children by empowering them and entrusting the nations with the responsibility to protect the rights of children. In the year 1989, the United Nations General Assembly adopted The International Convention on the Right of the Child (CRC) and it became an international treaty in the year 1990. Through the treaty, the nations promised its children, up to the age of 18, "that we would do everything in our power to protect and promote their rights to survive and thrive, to learn and grow, to make their voices heard and to reach their full potential"[2]. CRC is the first legally binding international instrument to incorporate the full range of human rights—including civil, cultural, economic, political and social rights[3].

Out of a total of 54 articles in CRC, 41 speaks about the rights of children and the remaining 13 is about the responsibilities of state and the adults to make sure that it is implemented for betterment of child's life. The core of the covenant is summarised in a publication by UNICEF in 2014. They are the right to life, right to education, right to identity, prevention of engagement

INDIAN EDUCATION:
QUALITY TREPIDATIONS AND ENCOUNTERS



Media Analysis & Research Center
Koyilandi, Kozhikode, Kerala

MARC

Editor
REMITH GEORGE CARRI

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Media Analysis and Research Centre
Koyilandi, Kozhikode, Kerala - 673305
E-mail: marckerala@gmail.com
www.mediafolk.in

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ISBN: 978-81-931876-3-0 (Paperback)

Published by:

Media Analysis and Research Centre (MARC)
Koyilandi, Kozhikode, Kerala 673305

Printed at:

Montiz Production
"Monti-Mansion", N.S.Avenue, Silchar,
Cachar, Assam - 788005

Cover Design:

Sumanta Dutta Chowdhury

Faculty, Royal School of Fine Arts, Royal Global University, Guwahati &
Research Scholar, Dept. of Visual Arts, Assam University, Silchar

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ASSURING QUALITY OF TEACHER EDUCATION

REMITH GEORGE CARRI*

Introduction

A nation's development and progress depends on the youths' achievements and accomplishments. The herculean task is to make them educated and employable. In Indian context, this needs an increased investment and exponential development of higher education system, but, without losing the ultimate aim of education as envisaged by the great leaders of this nation. To broaden the accessibility and ensure equity in higher education, India needs to have more number of Higher Education Institutions (HEI) (Carri & Joseph, 2017). As on September 2014, India has 322 state universities, 128 deemed to be universities, 45 central universities and 192 private universities (UGC, Universities in India, 2014). Along with the exponential growth in higher education, teacher education too finds an unprecedented growth, especially in private sector. It is one of the professional course offered at higher education level.

The success of *Sarva Shiksha Abhiyan* (SSA) for Universalisation of Elementary Education (UEE) and the implementation of *Rastriya Madhyamik Shiksha Abhiyan* (RMSA), as an effort for Universalisation of Secondary Education (USE) in India gave a tremendous impetus to universalisation of school education both at elementary and secondary levels. The growth in school education as well as the stringent regulatory decisions of the state governments regarding the appointment of school teachers warranted the need for trained teachers. These factors opened teacher training as a promising professional course and had become one of the most sought course in India. Even though it is one of the most demanding job, as far as the job responsibilities are concerned, an institution can be established to teach this course at graduate level with minimal infrastructure and man power requirements. This had led to the establishment of large number of teacher education institutions (TEIs) across the length and breadth of the country. Unfortunately, many of those institutions were opened only to satisfy the business motives, rather greed, of the promoters.

This mushrooming of teacher education shops (Singh, 2008) led to an exponential increase in the number of trained teachers. It was a quantitative expansion at the cost of quality. We have got large number of teachers but it is not sure that whether those teachers have enough competency and interest in teaching or are they chosen this profession only for some personal benefits? Ultimately there happened a visible deterioration of quality of teachers and hence quality of school education.

Quality and education

The term quality still remain as one of the most complicated term in all walks of life, may it be education or business. In manufacturing industry, quality is a measure of excellence with absence

Sociological Insights to Education

Edited by
Satish Kumar Kalhotra
&
Ritu Bakshi

Published by

AKHAND PUBLISHING HOUSE

Distributors, Library Supplier, Online Bookstore & Exporter

Head Office : L-9A, First Floor, Street No. 42,
Sadatpur Extension, Delhi-110090 (INDIA)
Phone No.: 9968628081, 9555149955 & 9013387535
E-mail : akhandpublishinghouse@gmail.com,
akhandpublishing@yahoo.com
Website : www.akhandbooks.com

Sociological Insights to Education

© Editors
Ist Edition 2019
ISBN 978-93-88998-18-5

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Printed in India

Published by Jhapsu Yadav for Akhand Publishing House, Delhi.

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Difference between Educational Sociology & Sociology of Education Socio-emotional climate in classroom

Remith George Carri

Etymologically the word Sociology is the study of companionship or the study of relations and interactions exist among human beings and societies. Sociology is the science of human association (Smith, 1917). Sociology examines the laws and principles underlying human relations and an interpretation of the social life of humans. Education is a process of developing knowledge, skills and values among organisms, specifically humans.

The discipline of sociology is much related with education, owing to the social character and functions of education. Education is one of the fundamental aspects which further the society in a positive and constructive direction. Similarly, the society at large over a geographical area, and their customs, traditions, aspirations and values guide the aims of education to be achieved.

The education would not be able to stand in the absence of foundations like sociology, psychology and philosophy. An individual is no longer trusted to educate himself. Now the society takes care of the individual's education and wants to see that the individual is educated for the society. Without undermining the significance of an individual, his/her

Asst. Professor, Dept. of Education, Assam University, Silchar