

**UNIVERSITY OF DELHI**  
**DEPARTMENT : EDUCATION**  
**COURSE NAME: Multidisciplinary Studies with Education**  
**(SEMESTER -I)**

Based on  
Undergraduate Curriculum Framework 2022 (UGCF)  
(Effective from Academic Year 2022-23)

**DSC**

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Prerequisite	Contents of the course and reference is in
			Lecture	Tutorial	Practical		
Basic concepts and Ideas in Education	DSC-I	4	3	1	0	Class XII Pass	Annexure-I
Education in Contemporary India	DSC-A1	4	3	1	0	Class XII Pass	

**DISCIPLINE EDUCATION****Semester: 1****Title of Paper: Basic Concepts and Ideas in Education  
(DSC -1)****Credits: 4****MM: 100 (External: 75 Internal: 25)****Weeks: 14 weeks****Contact Hours (Weekly): Classroom Teaching: 3+Tutorial /Presentation 1****Course Objectives**

This is a discipline course in education, which aims to provide the basics of education and the nature of education (Liberal). It establishes the interdisciplinary nature of education by acquainting the student with its interconnectedness with other disciplines: philosophy, psychology, sociology, economics and polity. It intends to clarify the significant concepts in education. The students will be able to know and understand how educational aims are framed. They will also be able to comprehend the linkages between social institutions and education. Social change and its relationship with education will be understood. This paper will help develop analytical and critical thinking based on the themes and issues in education in a philosophical and social context.

**Learning Outcomes**

On completion of this course, learners are expected to :

- Know the concept of education and its interconnections with other relevant disciplines and its nature.
- Understand various theoretical concepts in education.
- Understand how the aims of education are formulated and how they are influenced by various socio-cultural forces/aspects.
- Establish the importance of education for all human beings.
- Develop critical thinking and analytical ability to evaluate written texts and formulate their response to reality.
- Understand the role of ethics, morals and values in education.

**Unit 1 : Basic Ideas in Education****(5 weeks)**

- Education: Its meaning, processes, purpose and aims; its liberal and interdisciplinary nature

- Major concepts in Education: Schooling and Education, Teaching, Training, Learning, Indoctrination, and Propaganda.
- Epistemological basis of education: Knowledge, Belief, Inquiry, Reason
- Ethics, values and ideals

**Unit 2: Understanding Education and Society**

**(5 weeks)**

- Education and Socialisation: Agencies of Socialisation—Home, Family, Community, School and Media.
- Culture and Education: Role of education in preservation, transformation, and promotion of Culture; culture and ideology.
- Constitutional Values: Equality, Freedom, Justice, Secularism, Human Rights
- Bases for formulating Aims of Education: With reference to the constitution and other socio-cultural forces in India.

**Unit 3: Thinkers in Education**

**(4 weeks)**

Each thinker is to be studied with reference to their perspectives on education.

- Sri Aurobindo
- J. Krishnamurti
- John Dewey
- J.J. Rousseau
- Paulo Freire

**Suggested Projects / Assignments (Any Two)**

- Read the Position Paper titled 'Aims of Education' (NCF 2005 or any recent position paper) and present your understanding.
- Beginning with the Preamble of the Constitution of India, focus on the ideas of Justice, Liberty, Equality, and Secularism and present your understanding of these concepts and how can education help to achieve them.
- Identify any one aim of education and study the current practices of any school to understand how this aim is being realised.
- A detailed study of one educational thinker concerning his ideas on the nature of the child, teacher, and school and their relevance and challenges in the contemporary context.
- Reflective critical essay on one's socialisation with reference to home, school, community and media.
- Interview school teacher(s) and discuss their understanding of the meaning of education.

**Note:** Based on the above, the teacher may design other relevant projects/ assignments

### Readings

- Barrow, R., & Milburn G. (1986) *A critical dictionary of educational concepts: An appraisal of selected ideas and issues in educational theory and practice*. New York.(Concepts: Education; Schooling; Teaching; Ethics; Indoctrination; Knowledge; Learning.)
- Dewey, J. (1916). *Democracy and Education: An introduction to the philosophy of education*. New York: MacMillan.
- Freire, P. (2005). *Pedagogy of the oppressed*. Continuum.
- Gore, M.S., Desai, I.P., & Chitnis S. (1967). *Papers in Sociology of Education*. NCERT: New Delhi. Ch1 pp 1-18; Ch 2 pp33-51; Ch 3 pp 52-74; Ch 5 pp91-106,111-126; Ch 6 pp 133-141.
- Jarvis, P (edited) (2002). *The Theory and Practice of Teaching* (2<sup>nd</sup> ed) Ch 4 P 39-51; Ch 17 P 237-247.
- Krishnamurti, J. *On Education, Krishnamurti Foundation India*
- Kumar, K. (2004). *What Is Worth Teaching?* India: Orient Blackswan.
- Noddings, N. (1995). *Philosophy of Education*. Westview Press
- Peters, R.S. (1966) *Ethics and Education*, Routledge, p.23-45.
- Rousseau, J. J. (1817). *Emile* (Vol. 2). A. Belin.
- Salamatullah (1979) *Education in the Social Context*. NCERT Ch 1 P 1-8; Ch 2 P 10-12; Sec. 11- Introduction Ch 3 P #0-32, 35-36, 38-40; Ch 4 P 63-74; Ch 5 P 83-85; Ch 9 & 10 P 167-185; Ch 12 P 194-204.
- Schofield, H., *The Philosophy of Education—An Introduction*. Unit -1 The Concept 'Values' P 205-227; The Concept 'Culture' P 107-119.
- Titus H., Smith, M. & Nolan, Richard T. (1975) *Living Issues in Philosophy*. Part 1 P 25-44; Part 2 Chapter 6 P 102-111.

### Hindi

- Kumar, K. (1993). *Raj, Samaj aur Shiksha*. New Delhi: Raj Kamal Prakashan.
- Mittal, M.L. (2012). *Shiksha ke Samajshastriya Aadhar*. Delhi: Pearson. Ch 1 P 1-9; Ch 3 P 20-28; Ch 4 P 33-42; Ch 5 P 46-52; Ch 9&10 P 82-91 & 96-111; Ch 11 P 116-119; Ch 14 P 145-151; Ch 18 P 193-199; Ch 19 P ; Ch 20 P 214-224; Ch 23 P 245-254; Ch 24 P 258-282.
- Pandeya, R. S. (1994). *Shiksha Darshan*. Vinod Pustak Mandir, Agra. Ch 2 P 26-34; Ch 3 P 59-61; Ch 4 75-88; Ch 22 P 396-424.
- Saluja, C. K. (2004) *Shiksha –Ek Vivechan*. Ravi Books (Whole Book)

### Additional Readings

- Bhogle, S. (1981). Socialisation among different cultures. In Sinha, D. *Socialisation of the Indian Child*. New Delhi: Concept Publishing Co.
- Brint, S. (1998). *Schools and Societies*. California: Pine Forge Press. (Chapters 1 and 5)

- Brubacher, John S. (1969) *Modern Philosophies of Education*. McGraw Hills. 4<sup>th</sup> edition. Ch -1 P7-9; Ch 5 P95-107; Ch 6 P 109-130; Ch 11 P 221-245; Ch 13 P 278-281; Ch 14 P 297-305; Ch 16 P 362-364.
- Cohen, B. (1969). *Educational Thought- An Introduction*. Britain: MacMillan.
- Dewey, J. (1915). *The School and Society*. USA: The University of Chicago Press.
- Dhankar, R. (2010). *Education in Emerging Indian Society*. New Delhi: APH Publishing Corporation.
- Dubey, S.C. (2001). *Indian Society*. New Delhi: NBT.
- Hamm, C. M. (1999). *Philosophical Issues in Education- An Introduction*. New York: The Falmer Press
- Kumar, K. (2007). Education and Culture: India's Quest for a Secular Policy. In Kumar, K. and J. Oesterheld (Ed) *Education and Social Change in South Asia*. Hyderabad: Orient Longman
- Magee, J. B. (1971). *Philosophical Analysis In Education*, Harper and Row Publishers Ch 1; Ch 4; Ch 5; Ch 6 .
- Freire P. (1992). *Pedagogy of Hope*. Continuum, London
- Peters, R.S. (2010). *The Concept of Education* (Eds.). London: Routledge and Kegan Paul.
- Saluja, C.K. (2004). *Shiksha, Samaj aur Vikas*. New Delhi: Kanishka Publication.
- Shermis, S.S. (1967). *Philosophical Foundations of Education*. Van Nostrand Reinhold Ch 1 P 1-21; Ch 2 P 26-36; Ch 5 P 111-117; Ch 7 P 160-161; Ch 9 P 205-213, P 222- 225.
- Shukla, S., and Kumar, K. (1987). *Sociological Perspectives in Education*. US: South Asia Books.

### Teaching Learning Process:

The course will be taught through interactive pedagogic methods, such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

### Assessment Method

The assessment will be formative in nature and will include student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through an end-semester examination.

Keywords

Education, Concepts, Ideas

**DISCIPLINE EDUCATION**

**Semester: I**

**Title of Paper: Education in Contemporary India  
(DSC A1)**

**Credits: 4**

**MM: 100 (External: 75 Internal: 25)**

**Weeks: 14 weeks**

**Contact Hours (Weekly): Classroom Teaching: 3 +Tutorial 1**

**Course Objectives:**

The course aims to acquaint students with modern education in contemporary India. It would familiarize them with key debates prevalent during the anti-colonial struggle and subsequent developments in post - independent India. Education will be introduced within the framework of Constitutional principles and Rights - based approach.

**Learning Outcomes**

On completion of this course, learners are expected to:

- Discuss the influence of colonialism on education and the changes that have unfolded.
- Trace the modern education system in India and the expansion of women's education through the experiences of pioneering women.
- Explain the alternatives posited by M.K. Gandhi and Rabindranath Tagore to colonial education.
- Discuss the Constitutional provisions relevant to education.
- Exhibit an understanding of India's federal structure and democratic decision- making with reference to education.

**Unit 1: Colonialism and Modern Education**

**(4 weeks)**

- Modern education in India; Impact of Colonialism on traditional systems of education; Emergence of modern school system and universities
- Women and modern education: educational endeavors of Rokeya Sultana, Pandita Ramabai, Jyotiba and Savitribai Phule
- Aims and purpose of colonial education and alternative visions with reference to Nai Taleem of Gandhi and My school of Tagore

**Unit 2: Going to school and college in India**

**(4 weeks)**

- Education and Development with reference to Human Development Index, Gender Development Index.
- Factors affecting access to different levels of education; the need for Right to Education.
- Challenges and issues in development of education: regional disparities, gender, religious, class and caste based variations in education based on an introduction to reading of data

**Unit 3: Constitution and Education (6 weeks)**

- Importance of Constitutional values and their relevance to education
- Provisions in the Constitution relevant to education: Acts and Amendments; religious minority and linguistic minority Rights, Rights against discrimination, Right to equality, and Right to Education
- Education and the role of Center and State: Union, State and Concurrent lists, Panchayati Raj and local bodies
- Role of Judiciary, Legislature and Executive in education with specific reference to RTE Act 2009 (21A) and other amendments.

**Suggested Projects/ Assignments: Any two**

- Review of Swami and Friends by RK Narayan with reference to education in colonial times.
- Essay on Gandhi's ideas of education through handicrafts.
- Review of Jyotirao Phule's Ghulamgiri with reference to education of the caste oppressed.
- Reflective essays/ presentations on student's own schooling and educational experiences
- Preparing educational status reports based on reading of data tables done in class for specific social groups.
- Documenting educational testimonies of family members/migrant workers/ children living on the streets/ child workers/homeless people.
- Case study of the Unnikrishnan Judgement 1993.
- Essay on Ambedkar's idea of education for social transformation.

**Note:** On the basis of the above, the teacher may design his/her own relevant assignments and projects.

**Readings**

**Essential Readings**

- *Constitution of India: Preamble, Provisions of the Constitution of India having a bearing on Education* retrieved from <http://www.education.nic.in/constitutional.asp> and <http://education.nic.in/NatPol.asp>
- Ghosh S.C. (2009). *The History of Education in Modern India (1757-2007) - Third Edition*. Hyderabad: Orient Blackswan Private Limited.(Chapter 1-Introduction)
- Govinda, R and M, Bandyopadhyay.(2011). Access to Elementary Education: Analytical Overview (chapter 1) in R, Govinda, *Who Goes to School? Exploring Exclusion in Indian Education*, New Delhi: OUP.(for Disparities and access to elementary education: Issues of Class, gender, caste, region, religion, disability)
- Harriss, J. (2011). Education, Democracy and Development. In K N Panikkar and M Bhaskaran Nair (Eds.) *Emerging Trends in Higher Education in India: Concepts and Practices*. New Delhi: Pearson Education India. (pp3-11)Retrieved from [http://www.swaraj.org/shikshantar/tagore\\_myschool.html](http://www.swaraj.org/shikshantar/tagore_myschool.html)
- Human Development Report retrieved from <http://hdr.undp.org/en/reports/>
- Kumar, K.(1991).*Political Agenda of Education: A Study of Colonialist and Nationalist ideas*. New Delhi, Sage Publications. Chapter 1 (Introduction: Dynamics of colonisation), Chapter 2 (Colonial Citizen as an Educational Ideal),

- Latest Selected Education Statistics, on MHRD website: <http://www.education.nic.in>
- *Buniyadi Shiksha, "The selected works of Gandhi".Vol. 6, The Voice of Truth . Retrieved from [http://www.mkgandhi.org/views\\_edu/chap02.htm](http://www.mkgandhi.org/views_edu/chap02.htm).*
- National Curriculum Framework (2005). New Delhi: NCERT. Chapter- 1 (for Constitutional values and the curriculum)
- What is RTE: A Handbook for Teachers (2017). New Delhi: NCERT. Chapter 1
- Raina, V. (2006), 'Where do children go after class VIII?', Seminar Volume 563 Retrieved from <http://www.indiaseminar.com>
- Tagore, R. (1933). *My School*. London: MacMillan retrieved from [http://www.swaraj.org/shikshantar/tagore\\_myschool.html](http://www.swaraj.org/shikshantar/tagore_myschool.html)
- Chakravarti, U (2007), *Pandita Rama Bai : A life and a Time*. New Delhi: Critical Quest.
- रामपाल, अ (2008). शिक्षा का अर्थ और उद्देश्य है मानवीय विकास, आज के सवाल- शिक्षा और भूमंडलीकरण, नयीदिल्ली: शब्द संघन प्रकाशन.

#### Additional Readings

- Deshpande , G.P.,2012, Selected Writings of Jotirao Phule, Leftword Book
- Kumar, D., Bara, J., Khadria, N and Gayathri, R. (2013). *Education in Colonial India: Historical Insights*. Delhi, Manohar Books. (Introduction)
- Kumar, K. (1991). *Political Agenda of Education: A Study of Colonialist and Nationalist ideas*. New Delhi: Sage Publications. (Chapter 5- Pursuits of Equality, Chapter 7- Meanings of Progress)
- Kumar, K. (2007). Education and Culture: India's quest for a Secular Policy, In Kumar K and J Oosterheld (Eds.) *Education and Social Change in South Asia*, Hyderabad: Orient Longman.
- Kumar, K. (2008) 'Anusuchit Jatiyon aur Janjatiyon ka Shaekshik Anubhav' In Suresh Chandra Shukla and Krishna Kumar (Eds.) *Shiksha ka SamajshastriyeSandarbh*. Delhi: Granthshipli (also available in English Sociological Perspectives in Education: A Reader)
- Natarajan, S. (2011). *A Gardener in the Wasteland: Jotiba Phule's Fight for Liberty*. New Delhi: Navayana Publishing
- Stalin, K. (2007). *India Untouched*. Drishti Media Collective (film).
- Vyam, D B., Natarajan, S. A. and Vyam, S. (2011). *Bhimayana: Experiences of Untouchability*.New Delhi: Navayana Publishing

#### Teaching Learning Process:

The course will be taught through interactive pedagogic methods, such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

#### Assessment Method

Assessment will be formative in nature and will include student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

#### Key words

Education, Contemporary India