

## EDUCATION, SOCIETY, CURRICULUM AND LEARNERS

Maximum Marks: 100

External : 70

Internal : 30

### Design of the Course

- At least one unit of study to be field-based.
- For each unit of study to build the linkage with the existing practices (inside and outside schools)
- Specific readings as suggested in discussion and essential readings should be used for a deeper and closer understanding of each unit.

### Rationale and Aim

As future teachers and educators, students (i.e. student teachers) need to have a solid foundation in the core principles and core concepts of education. This paper introduces the philosophical, the sociological, and the historical perspectives on education with a view to initiate inquiries and discussions on significant facets, themes and questions regarding education in India. The present century demands the need to understand the interface between education and society to deal with the issues of prevalent societal inequality and conflict, and address the demands for equality, justice, freedom, dignity and diversity. The philosophical, sociological and historical understanding of education's aims, processes and practices fulfils this need by critically elucidating the linkage that exists between education, knowledge and power.

### Specific Objectives

- To understand and explore the meaning, aims, purposes of education
- To develop understanding of philosophical, sociological and historical dimensions of education
- To identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed, meaningful understanding of them
- To expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations

### UNITS OF STUDY

#### UNIT 1: Philosophical Understanding of Education

- Exploring and inquiring into the nature and need of education in human societies.
- Relationship between schooling and education, and exploring various educative processes in human societies.

- Schooling and education as visualized by different thinkers: Western - Rousseau, Dewey, Montessori; Indian - Gandhi, Tagore, Aurobindo.
- Understanding the basic assumptions about human nature and aims of education.

#### **UNIT 2: Education, Politics and Society**

- India's Contemporary Education: continuities with and shifts from colonial legacy.
- Role of education in reproducing dominance and challenging marginalization with reference to class, caste, gender and religion.
- Political nature of education.
- Teacher and society: A critical appraisal of teacher's status.

#### **UNIT 3: Learning, Learner and Teaching**

- Learning: concept and nature, different ways of learning.
- Meaning of teaching and its relationship with learning and learner.
- Socialization and learning: understanding influences and factors that shape learner's identity.
- Learners in context : Situating learner in the socio-political and cultural context

#### **UNIT 4: Knowledge and Curriculum**

- Child's construction of knowledge: attaining knowledge through activity and experience.
- Concepts of Belief, Information, Knowledge and Understanding.
- Bodies of knowledge: different kinds of knowledge and their validation processes.
- Processes and criteria for curriculum selection and construction.
- Knowledge and power: Inclusion and exclusion of knowledge of different social groups in curriculum and textbooks.

#### **Mode of Transaction**

- Critical thought and questioning should be the basis for the transaction.
- Teachers must engage in dialogue and discussion with students minimizing the traditional lecture mode.
- Teachers should incorporate seminars, discussions, group work, field work, projects and the close reading of articles, policies, documents.
- The connections between all the four units must be sought.
- The units are to be studied by keeping the socio-historical-political context in mind.

### Essential Readings

1. Badheka, G. (2001). *Baal Shikshan aur Shikshak*. Bikaner: Vaagdevi Prakashan.
2. S.Shukla and K. Kumar (Eds.) *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya Publications. 1985.)
3. Dewey, J. (1952). *The School and the Child*. New York: The Macmillan Company. (Also available in Hindi *School aur Bachche* Translation: RRCEH )
4. Kumar, K. (1988). *What is Worth Teaching*. New Delhi: Orient Longman. Chapter 1: What is Worth Teaching? Chapter 2: Origins of the Textbook Culture. Chapter 9: Listening to Gandhi  
(Also Available in Hindi *Shakshik Gyam aur Varchasen*. New Delhi: Granthshilpi.)
5. Palmer, Joy A. et. al (2001). Jean -Jacques Rousseau, John Dewey, Rabindranath Tagore, M.K. Gandhi, Maria Montessori *Fifty Major Thinkers on Education From Confucious to Dewey*. USA: Routledge

### CDs/DVDs for Discussion

1. CIET/NCERT CD ROM *Four Educational Riddles* by Krishna Kumar
2. Debrata Roy DVD *The Poet & The Mahatma*
3. Krishnamurthy Foundation India DVD *The Brain is Always Recording*
4. NCERT CD ROM *Battle For School* by Shanta Sinha
5. NCERT CD ROM *Globalisation and Education*
6. Sri Aurobindo Ashram Trust DVD *India and Her Future*

### Readings for Discussion

1. Badheka, G. (1999). *Montessori Paddhati*. Chapter 5: Montessori Shula ka Vatavaran. Bikaner: Vaagdevi Prakashan.
2. Dewey, J. (2009). *School aur Samaj*. Delhi: Aakar. Chapter 2: School aur Bachehe ka Jeevan (Also available in English Dewey (2007, 1899) *The School and Society* Cosimo: New York).
3. Krishnamurti, J. (2006). *Krishnamurti on Education*. Part I: Talks to Students: Chapter 1: On Education. Chapter 4: On Freedom and Order. Part II: Discussion with Teachers: Chapter 1: On Right Education. Chennai: Krishnamurti Foundation of India.
4. Rousseau, Jacques J. (1979). *Emile or on Education*, translated by Allan Bloom Basic. 7-18.
5. Sykes, M. (1988). *The Story of Nai Taleem*. Nai Taleem Samiti, Sevagram: Vardha. Chapter 3: The Seed Germinates. Chapter 4: Basic National Education. (Also available in Hindi *Nai taleem Ki Kahani* Translation: RRCEE)
6. Thakur, R. (2004). *Ravindranath ka Shikshadurshan*. Chapter 1: Tote ki Shiksha. Chapter 7: Aashram Shiksha. New Delhi: Granthshilpi.

### Advanced Readings

1. Acharya, P. (1996). 'Indigenous Education and Brahminical Hegemony in Bengal', and Shahidullah, Kazi 'The Purpose and Impact of Government Policy on Pathshala: Gurumohashays in Nineteenth Century Bengal'. In Nigel Crook (ed.) *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History and Politics*. New Delhi: Oxford University Press, 98-118.
2. Kumar, K., Oesterheld, J. and Amin, N. (2007). 'Introduction': 'Education and Culture: India's Quest for a Secular Policy'. In Krishna Kumar and Joachim Oesterheld (Eds.) *Education and Social Change in South Asia*. New Delhi: Orient Longman.
3. Nambissan, G. B. (2000). 'Identity, Exclusion and the Education of Tribal Communities'. In Rekha Wazir (Ed.) *The Gender Gap in Basic Education: NGOs as Change Agents*. New Delhi: Sage
4. Nambissan, G. B. (2003). 'Social Exclusion, Children's Work and Education: A View from the Margins'. In Naila Kabeer, Geetha B. Nambissan and Ramya Subrahmanian (eds.) *Child Labour and the Right to Education in South Asia*. 109-142. New Delhi: Sage.
5. Nath, N. (2007). 'Stories of Struggle for Survival: Slum Children's Lives and Voices'. In Deepak Kumar Behera (Ed.) *Childhoods in South Asia*. New Delhi: Pearson.
6. Saxena, S. (2007). 'Education of the Masses in India: A Critical Enquiry'. In Krishna Kumar and Joachim Oesterheld (Eds.) *Education and Social Change in South Asia*. New Delhi: Orient Longman.
7. Venkateswar, S. (2007). 'Robbed of Childhood: Child Labour and Domestic Service in South Asia'. In Deepak Kumar Behera (Ed.) *Childhoods in South Asia*. New Delhi: