

DISCIPLINE SPECIFIC CORE COURSE – 10 (DSC-10): Schooling in India

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ practice		
Schooling in India DSC 10	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To locate schooling in India in the context of colonialism, nationalism and social reform.
- To create an understanding of school systems, structure, and its policy foundations.
- To develop an understanding of different types of schooling, financing, school management and organization in India.
- To create an understanding of different kinds of school experiences based on caste, class and gender.

Learning Outcomes

After completion of the course student will be able to:

- Discuss characteristics of indigenous education in preindependence education.
- Explain the growth of mass schooling in India
- Explain the constitutional provisions and relevant policies for expansion of school education.
- Elaborate and analyse the discourses of state, market, welfare, rights in schooling.
- Critically examine the different school systems and realities that compose school experiences.
- Conduct basic interviews and report them systematically.
- Reflect upon and analyse different kinds of school experiences.

SYLLABUS OF DSC-10

45 Hours

Unit 1: Schooling in preIndependence India: An Introduction (14 hours)

- Indigenous education in 18th and 19th century Malabar, Bengal, Punjab.
- Schooling and English education: Wood's Dispatch(1854) and William Bentinck Committee Report (1835)
- Schooling and Experiments in Reform in colonial period(Dalit education, Tribal education, Muslim girl's education).
- National movement and school education: Wardha Scheme of Basic Education 1938

Unit 2: Schooling discourses in post-Independence India (16 hours)

- India's emergence as a nation state and Schooling: To read with reference to Secondary Education Commission, Indian Education Commission(1964-66), National Education Policy 1968
- Schooling for human development:Development as freedom, health and nutrition in schools, state level disparities
- Schooling as a Right: Constitutional provisions, Right to Education Act 2009,
- Schooling and the market: Private schooling, Shadow schooling, Equity concerns

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Unit 3: School System and Experiences of schooling (15 hours)

- National System of School education: Policies on school structure, Centre, State and Local body schools
- Types of schooling: common school system, neighborhood schools, stratification in schools
- Schooling Experiences of students and teachers in Public school system, Alternative schools, experimental schools

Practicum

- Projects and assignments on historical and contemporary school practices in India based on essential readings, stories, novels, films, memoirs and diaries.
- Reading and analysis of policy documents on school structure, organization, systems, governance.
- Observation Reports and reflections on specific areas of school: For e.g. Access to schools, School Buildings, Shadow schooling, School schedules and other rituals of schooling.
- Interview of various actors of school, such as Principals, Teachers, School students, non-teaching staff
- Comparative analysis of school experiences of schools in the neighborhood.

Note: The above are suggestive in nature and the teacher may design his/her own assignments and projects as per the specific needs of the class group. The practicum can be done through both individual and group project work.

Essential Readings

Unit 1

Dharampal. (2000). *The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century.*, Mapusa Goa: The Other India Press. (p.p17-23, FraPaolino Da Bartolomeo on Education of Children in India, 1796, Extracts From William Adam's State of Education in Bengal 1835-38, G.W. Leitner on Indigenous Education in the Panjab)

Bhattacharya, Tithi. 2005. "Chapter 4: Education and Its Necessary Virtues." In *Sentinels of Culture*, 153–83. New Delhi: OUP.

Zelliot, Eleanor. 2002. "Experiments in Dalit Education: Maharashtra 1850-1947." In *Education and the Disprivileged: Nineteenth and Twentieth Century India*, edited by Sabyasachi Bhattacharya. Hyderabad: Orient Longman.

Bara, Joseph. 2002. "Tribal Education, the Colonial State and Christian Missionaries: Chhotanagpur, 1839-1870." In *Education and the Disprivileged: Nineteenth and Twentieth Century India*, edited by Sabyasachi Bhattacharya. Hyderabad: Orient Longman.

Minault, Gail. 1999. *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India*. India: Oxford University Press. Chapters 5 and 6

Sykes, Marjorie. 1988. *The Story of NaiTalim: Fifty Years of Education at Sevagram, 1937-1987: A Record of Reflections*. Sevagram, Wardha: NaiTalimSamiti. Chapters 1-5

Unit 2

Ghosh, Suresh Chandra. 2000. *The History of Education in Modern India, 1757-1998*. New Delhi: Orient Longman. Chapter 18 and 19

De, Anuradha. 2011. *Probe Revisited: A Report on Elementary Education in India*. India: Oxford University Press.

Kumar, Krishna. 2021. "Chapter 4: The Logic of Children's Right to Education." In *Smaller Citizens: Writings on the Making of Indian Citizens*. Orient Blackswan.

Majumdar, Manabi, and Sangram Mukherjee. 2015. "Free to Choose or Free to Lose? Debating 'Ability to Pay' for Education." *India International Centre Quarterly* 42 (3/4): 143–56.
<http://www.jstor.org/stable/26316580>

Unit 3

Ministry of Education, GoI. (1968). National Policy on Education, 1968. New Delhi: GoI.

MHRD, GoI. (1986). National Policy on Education, 1986. New Delhi: GoI.

MHRD, GoI. (2020). National Education Policy projects/ assignments. 2020. New Delhi: GoI.

Sarangapani, Padma M. 2018. "Institutional Diversity and Quality." In *The Routledge Handbook of Education in India: Debates, Practices, and Policies*, edited by Krishna Kumar.

Vittachi, Sarojini, Neeraja Raghavan, and Kiran Raj. 2007. *Alternative Schooling in India*. Thousand Oaks, California: Sage Publications.

Yash Pal Committee. (1993). Learning Without Burden: A Report to the Nation. Government of India, Ministry of Human Resource Development.

Additional Readings:

Poromesh, Acharya. 1987. "Education, Politics and Social Structure." In *Education and the Process of Change*, edited by Ratna Ghosh and Mathew Zachariah. Sage Publications.

Basu, A. (1985). Review of *The Beautiful Tree: Indigenous Education in the Eighteenth Century; One Teacher, One School*, by Dharampal & J. Dibona. *Comparative Education Review*, 29(1), 137–140

Sadgopal, Anil. 2010. "Right to Education vs. Right to Education Act." *Social Scientist* 38 (9/12): 17–50.

Sharma, Santosh, ed. 2013. *What Is RTE? Some Ways of Making Education Accessible: A Handbook for Teachers*.

Jha, Jyotsna. 2015. "Education India Private Limited." *India International Centre Quarterly* 42 (3/4): 39–51.

<http://www.jstor.org/stable/26316574>

Additional Resources

Interview on Right to Education Act with Vinod Raina:

<https://edaa.in/site/ek-duniya-ek-awaaz/audio/dr-vinod-raina-on-right-to-education-act>

Essay on teaching the Constitution by Krishna Kumar <https://www.historyforpeace.pw/post/teaching-the-constitution>

RTE guidelines from NCERT

<https://ncert.nic.in/dee/pdf/guidelines16.12.2013.pdf>

Teaching Learning Process:

The Course is to be taught through lectures, discussions, project work, reading of original school testimonies and policies. Observation and critical analytical skills are to be developed and reflective practices inculcated in the teaching-learning of the course. Interactive pedagogic methods such as classroom discussion, debates, film analysis are to be used. Individual and collaborative projects are to be undertaken and meticulous reporting 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 through end semester examination.

Key words

Schooling, Indian education, School Experiences, School system

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

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