

DISCIPLINE SPECIFIC CORE COURSE (DSC-2): Education in Contemporary India

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES 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		
Education in Contemporary India DSC 2	4	3	1	-	Class XII Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- 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.
- The course will introduce education within the framework of constitutional principles and rights - based approach.

Learning outcomes

The Learning Outcomes of this course are as follows:

- The learners are expected to discuss the influence of colonialism on education and the changes that have unfolded.
- The learners will trace the modern education system in India and the expansion of women's education through the experiences of pioneering women.
- The learners will explain the alternatives posited by M.K. Gandhi and Rabindranath Tagore to colonial education.
- The learners will discuss the constitutional provisions relevant to education.
- The learners will exhibit an understanding of India's federal structure and democratic decision- making with reference to education.

SYLLABUS OF DSC-2

Unit 1: Colonialism and Modern Education

(24 Hours)

- 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

(16 Hours)

- 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

(20 Hours)

- 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.

Essential/recommended 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
- 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.*
- 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
- Chakravarti, U (2007), *Pandita Rama Bai : A life and a Time*. New Delhi: Critical Quest.
- रामपाल, अ (2008). शिक्षाकाअर्थऔरउद्देश्यहैमानवीयविकास, आजकेसवाल-शिक्षाऔरभूमंडलीकरण,नयीदिल्ली: शब्दसंघनप्रकाशन.

Suggestive 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 Oesterheld (Eds.) *Education and Social Change in South Asia*, Hyderabad: Orient Longman.
- Kumar, K. (2008) 'Anusuchit Jatiyon aur Janjatiyon ka Shaekshik Anubhav' In Sureshchandra Shukla and Krishna Kumar (Eds.) *Shiksha ka Samajshastriye Sandarbh*. Delhi: Granth shipli (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

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