

DISCIPLINE SPECIFIC CORE COURSE (DSC 8): CLASSICS IN EDUCATION**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		
Classics in Education (DSC 8)	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. Comprehending the meaning of Classics.
2. Describing the relevance of reading Classics
3. Develop skills to read and extrapolate Classics
4. Drive insights for personal and professional growth

Learning outcomes

After completion of the course student will be able to:

1. differentiate between classic and generation literature
2. explain the significance of reading Classics
3. develop skills to decode and drive meaning from the Classics

Total Hours: 45

Unit I: Understanding Classics (10 hours)

- What is Classic Literature?
- Classic and Generation Literature
- The Fundamental Features of Classics in Education

Unit II: Purpose of Reading Classics (12 hours)

- Significance of Reading Classics
- Experiencing Human across the Time, Cultures, and their Intersectionality
- Universal Message and Personal Growth
- Importance of reading Classics in Education

Unit III: Contextualising Classics in Contemporary Era (12 hours)

- Symbolism: Context of the Book and its relevance to the Present

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- The Timelessness of Empathy and Compassion for Others
- Skills Development to Decode, Make Connections, and Think Deeply
- Classics in education as means to Self-Development

Unit IV: Classic Indian Writings and their relevance to Indian Education (11 hours)

- Understanding Classic Indian writings: Tagore's My School, Gandhi's Nai Talim
- Relevance to contemporary Indian education.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Read a Classic in Education and Discuss its relevance in contemporary times.
2. Discuss the books read by the people around you and critically examine the significance of reading this book in their personal growth.
3. Choose a movie based on a classic and compare this adaption with original writing
4. Read a classic, decode the universal message from it.

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

Recommended Readings

- Badheka, G. (2006). *Divaswapna*. (Original Work Published 1931). National Book Trust
- Bhadreshdas, S. the Taittireeya Upanishad excerpts from [https://www.baps.org/Spiritual-Living/Weekly-Satsang/Enlightening-Essays/The-Taittireeya-Upanishad-The-Testimony-of-a-Complete-Education-\(Part-1\)-2071.aspx](https://www.baps.org/Spiritual-Living/Weekly-Satsang/Enlightening-Essays/The-Taittireeya-Upanishad-The-Testimony-of-a-Complete-Education-(Part-1)-2071.aspx)
- Calvino, I. (2009). *Why read the classics?* (M. McLaughlin, Trans.). Penguin Modern Classics
- Dahl, R. (2024). *Matilda*. (Original Work Published 1988). Penguin Random House UK.
- Dharampal. (2021). *Indian science and technology in the eighteenth century: Some contemporary European accounts*. (Original Work Published 1971). Rashtrithana Sahitya
- Dharampal. (2021). *The Beautiful Tree: Indigenous Indian education in the eighteenth century* (Original Work Published 1983). Rashtrithana Sahitya
- Gandhi, M.K. (1933) *Towards New Education*, Prabhat Prakashan
- Holt, J. (2005). *The Underachieving School*. Eklavya
- Howatson, M. C. (2013). *The Oxford Companion to Classical Literature* (3rd ed.). Oxford University Press.
- Kuroyanagi, T. (1981). *Totto-chan: The little girl at the window* (D. Bester, Trans.). Kodansha International.
- Prude, H. (2024, March Thursday). Take a Deep, Deep Dive into Classical Literature. <https://www.phc.edu/learnphc/why-read-classical-literature#:~:text=Classical%20literature%20allows%20us%20to,we'll%20never%20directly%20experience.>
- Tagore, R. (2014). *Education as Freedom: Tagore's Paradigm* (S. Maitra, Trans.). Niyogi Books
- Tagore, R. (2005 Reprint) *My School*, Kessinger Publishing

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

Key words

Classics; Education; Timelessness; Personal Growth; Diverse Cultures

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

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