

Category III

B.A. Programme Courses for Undergraduate Programme of study with Education discipline as one of the Core Disciplines as non-Major or Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE – 1 (DSC-1): Basic Concepts and Ideas 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		
Basic Concepts and Ideas in Education DSC 1	4	3	1	-	Class XII Pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- 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.
- The students will develop analytical and critical thinking based on the themes and issues in education in a philosophical and social context.

Learning outcomes

The Learning Outcomes of this course are as follows:

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

SYLLABUS OF DSC- 1

Unit 1: Basic Ideas in Education

(20 Hours)

- 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

(20 Hours)

- 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

(20 Hours)

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

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

Practicum/ 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 education can 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

Essential/ Recommended 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. Ch 1 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* (2nd 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)

Suggestive 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. 4th 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

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