

Bachelor of Education (B.Ed.)

Title of the Course: Perspective Course PC 5 : Conceptual Foundations of Education-I

(Semester: I)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

Education is a process of conscious endeavours towards developing and evolving man and society. It requires basic clarity about human nature, society and its aspirations. It is important to understand the nature and scope of educational processes. The present paper aims to facilitate an understanding of concepts and methods of knowing that will enable a prospective teacher to become a reflective practitioner.

Learning Outcomes

After completion of the course, students will be able to:

1. Sensitise themselves towards their selves, society, and nature
2. Understand concepts and theories of education
3. Enhance their capacity for reflective practice
4. Formulate their response to the reality of education

Number of Units (3)

Weeks 15 = 30 hours

Unit 1: Epistemological Concepts

(6 weeks = 12 hours)

- Education and schooling
- Relationship between Teaching, Training, and Learning
- Difference between Education, Propaganda, and Indoctrination
- Knowledge as Justified True Belief: Ways of Knowing and *Pramanas*
- Knowledge as a construct: Indigenous, local, and contextual knowledge

Unit 2: Methodological Concepts

(5 weeks = 10 hours)

- Assumptions about human nature; critique of behaviourism and its three alternatives:
 - A. Activity; With reference to Dewey's ideas on learning and Gandhi's Nai Talim

- B. Discovery: With reference to Montessori's description of children's intellectual growth and Dewey's concept of inquiry
- C. Dialogue: With reference to Plato (Allegory of the Cave), the Upanishads (The Nachiketa-Yama dialogue) and Buber's idea of a dialogue between teacher and student ('I and Thou'), along with a discussion on the role of a teacher

Unit 3: Ethical Concepts

(4 weeks = 8 hours)

- Values as Relative vs Values as Absolute
- Autonomy, Authority, and Responsibility
- Constitutional Values: Equality, Social Justice, Freedom, Inclusiveness, Fraternity, and Secularism.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Reflect on your own educational experiences with reference to the ideas you are studying in this course. From this, you are expected to develop your understanding of their role as a reflective teacher.
2. Conduct a case study of an alternative/ progressive school.
3. Document (textually, audio, video or any other form) dialogue(s) between the teacher and the learner about a contemporary issue.
4. Write a reflective journal to nurture Self-awareness and a sense of responsibility towards Self, Society, and Nature w.r.t. Sustainable Developmental Goals.
5. Analyse newspaper reports, magazine articles, news presentations, etc. to reflect on the constitutional values.
6. A detailed study of any one method mentioned in the syllabus.

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

Essential/ Recommended Readings

- Arthur, J., & Peterson, A. (Eds.). (2013). *The Routledge companion to education*. Routledge.
- Barrow, R., & Woods, R. (2006). *An introduction to philosophy of education*. Routledge.
- Baniwal, V. (2013). The 'Other' and the 'Intersubjective' in Dialogue: Reading Krishnamurti and Buber Together. *Online International Interdisciplinary Research Journal*. ISSN 2249-9598, 3, 314-327.
- Chambliss, J.J. (ed.) (1996). Ethics. In *Philosophy of Education: An Encyclopedia*. New York and London: Garland Publishing House. Pp.199-203
- Chambliss, J.J. (ed.) (1996). Aesthetics. In *Philosophy of Education: An Encyclopedia*. New York and London: Garland Publishing House. Pp.199-203



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- Diwakar, R. R. (1988). *Upanishads in Story and Dialogue*. India: Bharatiya Vidya Bhavan.
- Miri, M. (2014). Philosophy, value and education. In *Philosophy and Education*. New Delhi: Oxford University Press. 1-24
- Losin, P. (1996). Education and Plato's Parable of the Cave. *Journal of Education*, 178(3), 49-65.
- Montessori, M. (1965). *Spontaneous Activity in Education*. New York: Schocken Books
- Montessori, M. (2012). *The Absorbent Mind*. New Delhi: Aakar Books
- Peters, R. S. (1966). *Ethics and Education*. Routledge.
- Peters, R. S. (2010). *The Concept of Education*. (Routledge Revivals). London: Routledge and Kegan Paul.
- Peters, R. S. (2015). *Authority, responsibility and education*. (Routledge Revivals). Routledge.
- Pritchard, D. (2013). *What is this thing called knowledge?*. Routledge.
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- Saluja, C. K. (2004). *शिक्षा: एक विवेचन*. Ravi Books
- Williams, E. (2018). Knowledge (as a Contested Terrain). *International Handbook of Philosophy of Education*, 1113-1127.
- Winch, C & Gingell, J. (2004). Education and multi-culturalism. In *Philosophy and Educational Policy*. Routledge
- Wood, K. (2012). *Education: the basics*. Routledge.
- आर्य, श. (मार्च-अप्रैल 2017). भारतीय आधुनिकता की संरचना में ज्ञान की अवस्थिति. *शिक्षा विमर्श* 26-31
- बॉरो, रो. & वुड्स रो. (मार्च-अप्रैल, 2011). आखिर मानव होना क्या है? *शिक्षा विमर्श* 17-20.
- बॉरो, रो. & वुड्स रो. (मई-जून 2014). मतारोपण. *शिक्षा विमर्श* 14-23.
- हस्ट, पॉ. (मार्च-अप्रैल 2011). शिक्षण क्या है? *शिक्षा विमर्श* 4-14
- धनकर, रो. (नवम्बर-दिसंबर, 2006). शिक्षा, विवेकशीलता और मतारोपण. *शिक्षा विमर्श* p.7-16.
- इसराइल शे. (अप्रैल-मई 2002). ज्ञानमीमांसा और शिक्षा. *शिक्षा विमर्श* p.10-13
- इजराइल शेफ्लर से हार्वे सीगल (मई-जून 2007) शिक्षा, दर्शन, और विवेकशीलता इजराइल शेफ्लर से हार्वे सीगल की बातचीत. *शिक्षा विमर्श* अनुवादक: देवयानी
- पासमोर, जॉ. (मार्च-अप्रैल, 2011). आलोचनात्मक बनना सीखना. *शिक्षा विमर्श* 6-16
- साही, जे. (जनवरी-फरवरी 2014). संवाद के रूप में शिक्षा - मार्टिन वूबर - I. *शिक्षा विमर्श* 4-14
- साही, जे. (मार्च-अप्रैल 2014). संवाद के रूप में शिक्षा - मार्टिन वूबर - II. *शिक्षा विमर्श* 4-14



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- त्रिपाठी, र., अंसारी, हु. (जनवरी-फरवरी 2014). भारतीय चिंतन परंपरा में ज्ञान, विद्या और कौशल-I: प्रो- राधावल्लभ त्रिपाठी से हुमा अंसारी की बातचीत. *शिक्षा विमर्श*, 15-21
- त्रिपाठी, र. & अंसारी, हु. (मार्च-अप्रैल 2014). भारतीय चिंतन परंपरा में ज्ञान, विद्या और कौशल-II: प्रो- राधावल्लभ त्रिपाठी से हुमा अंसारी की बातचीत. *शिक्षा विमर्श*, 15-21
- विंच, क्रि. & गिंगेल, जॉ. (नवम्बर-दिसंबर 2017) शिक्षा एवं बहुसंस्कृतिवाद-I. अनुवाद: रमणीक मोहन. *शिक्षा विमर्श*, 5-12
- विंच, क्रि. & गिंगेल, जॉ. (जनवरी-फरवरी 2018) शिक्षा एवं बहुसंस्कृतिवाद-II. अनुवाद: रमणीक मोहन. *शिक्षा विमर्श*, 20-25

Additional Readings

Reference Books

- 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: St.
- Gingell, J., & Winch, C. (2002). *Philosophy of education: The key concepts*. Routledge.
- Phillips, D. C. (Ed.). (2014). *Encyclopedia of educational theory and philosophy*. Sage Publications.

Readings

- Baniwal, V. (2014). A Response to Jane Sahi's 'Dialogue as Education: Martin Buber. *Contemporary Education Dialogue*, ISSN 09731849. 11(2) 179-195.
- Biswas, G. (1995). *Art as dialogue: essays in the phenomenology of aesthetic experience*. Indira Gandhi National Centre for the Arts.
- Buber, M. (1970). *I and thou*. R. G. Smith (trans.). New York: Charles Scribner's Sons,
- Buber, M. (2003). Education. In *Between Man and Man*. Routledge. pp.83-103
- Hamm, C. M. (2003). *Philosophical issues in education: An introduction*. Routledge.
- Snook, I.A. (1972). *Indoctrination and Education*. Routledge & Kegan Paul
- Warburton, N. (2014). *Philosophy: the classics*. Routledge.
- Woolley, A.D. 1949. *Theory of Knowledge: An Introduction*. London: Hutchinson's University Library. (Hindi Translation: Krishna, D. *Gyanmeemansa Parichay*. Patna: Bihar Hindi Granth Academy)

Teaching Learning Resources (Digital and others): Across Units (If any)

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Nil if not given

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, and 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 and will factor in student participation. Individual and group tasks and assignments will be given. A summative evaluation will be done through an end-semester examination.

Keywords: foundations of education, epistemology, pedagogical ideas, ethical ideas in education



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