

Bachelor of Education (B.Ed.)

Title of the Course: Perspective Course PC 6: Conceptual Foundations of Education-II

(Semester: II)

Credits: 2

MM: 50 (External: 35, Internal: 15)

Contact Week 15

Introduction of the Course

Education is a social process aimed at humane empowerment to develop the self and society. As society is dynamic, education must equip a person with sensitivity, sensibility, and a sense of responsibility to perceive and respond to societal changes. It should also be able to promote the ability to critically examine the present scenario and visualise the nature and manner of change that should come about in the future of society. This paper aims to engage would-be teachers in the process of critical conscientization.

Learning Outcomes

After completion of the course, student will be able to: (Number is not fixed)

1. Observe, describe, and critically analyse the social context in which they are part.
2. To be able to engage as an agent of change for the social transformation
3. To be able to understand and evolve from local through social, national to global levels
4. To be able to identify and address issues that emerge in the dynamic social context

Number of Units (2)

Weeks 15 = 30 hours

Unit 1: Socio-Political Concepts

(8 weeks = 16 hours)

- Socialisation: Role of family and school
- Dominance, conflict, and resistance in the context of education.
- Democracy and the State
- The role of culture, economy, politics, and historical forces in shaping the aims of education.

Unit 2: Educational Thinkers

(7 weeks = 14 hours)

Introduction to the main ideas of the following thinkers concerning the aims of education and pedagogic practices:

- Dewey
- Gandhi
- Ambedkar
- Tagore
- Freire
- Krishnamurti


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- Sri Aurobindo

Practicum/ Suggested Projects / Assignments (Any Two)

1. A detailed study of one of the thinkers mentioned in the entire syllabus.
2. Visit different schools affiliated with the thinkers mentioned in the syllabus.
3. Analysis of documents/documentaries that demonstrate the role of culture, history, economy.
4. Presentation of education as an empowerment based on study on manuscript, media, etc.

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

Essential/ Recommended Readings

- Balagopalan, S. (2011). On Freire's Critical Optimism. *Contemporary Education Dialogue*, 8(2), 203-228. <https://doi.org/10.1177/097318491100800205> अनुवाद (2012). एक आलोचनात्मक आशावाद: पाउलो फ्रेरे के बारे में. (अनुवाद: योगेन्द्र दत्त)
- Cenknor, W. (1976). *The Hindu Personality in Education: Tagore, Gandhi, Aurobindo*. New Delhi: Manohar
- Dewey, J. (1897). *My Pedagogic Creed*. E. L. Kellogg & Company. (मेरी शिक्षाशास्त्रीय आस्था. अनुवाद: योगेन्द्र दत्त. आरआरसीईई, 2010, क्षेत्रीय प्रारंभिक शिक्षा संसाधन केंद्र, शिक्षा विभाग)
- Dewey, J. (1902). *The Child and the Curriculum*. Chicago: The University of Chicago Press
- Dewey, J. (1915). *The School and Society*. The University of Chicago Press
- Elmhirst, L. K. (1994). *Rabindranath Tagore: Pioneer in Education*. Delhi: Sahitya Chayan.
- Freire, P. (1970). *Pedagogy of the Oppressed*. London: Penguin Books (उत्पीड़ितों का शिक्षा शास्त्र)
- Jha, N. (1999). Rabindranath Tagore. *PROSPECTS The Quarterly Journal of Education*. Paris: UNESCO National Bureau of Education.
- Krishnamurti, J. (1992). *Education and the Significance of Life*. India: Krishnamurti Foundation India.
- Kumar, K. (1977). *राज, समाज और शिक्षा*. Delhi: Rajkamal
- Kumar, K. (1993). Mohandas Karamchand Gandhi. *PROSPECTS-UNESCO*, 23, 507-507.
- Kumar, K. (1998). *शैक्षिक ज्ञान और वर्चस्व*. Delhi: Granthshilpi
- Kumar, K. (2002). *शिक्षा और ज्ञान*. Delhi: Granthshilpi.
- Kumar, K. (2004). *What is Worth Teaching?* Delhi: Orient Longman

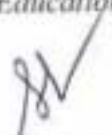


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- Mukherjee, K. G. (1970). Tagore—Pioneer in education. *British Journal of Educational Studies*, 18(1), 69-81.
- Narayan, L. (2000). Freire and Gandhi: Their relevance for social work education. *International Social Work*, 43(2), 193-204.
- Raina, M. (2002). Sri Aurobindo (1872–1950). *PROSPECTS*, 32. <https://doi.org/10.1023/A:1022141731252>
- Sen, I. (1957). Sri Aurobindo as a World Philosopher. *Philosophy East and West*, 7(3/4), 131-141.
- Stroud, S. R. (2017). What Did Bhimrao Ambedkar Learn from John Dewey's Democracy and Education?. *Pluralist*, 12(2), 78-103.
- Sykes, M. (1988). *The Story of Nai Talim: fifty Years of Education at Sevagram*. Wardha: Nai Talim Samiti.
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- किशोर, ल. (मार्च 1999). शिक्षा, सीखना, मनुष्य, और आचार: पावलो फ्रेरे के विचार. *शिक्षा विमर्श* P.12-14
- सहाय, नि. (नवम्बर-दिसंबर 2014). जन शिक्षा के पैरोकार: डा. भीमराव अंबेडकर. *शिक्षा विमर्श* 25-29.

Additional 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: St.
- Entwistle, N. (Ed.). (2015). *Handbook of Educational Ideas and Practices* (Routledge Revivals). Routledge.
- Gingell, J., & Winch, C. (2002). *Philosophy of education: The key concepts*. Routledge.
- Krishnamurti, J. (1975). *Freedom from the Known*. M. Lutyens (ed.) San Francisco: Harper
- Magee, John B. (1971). *Philosophical Analysis in Education*. Harper and Row Publishers
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- Sharma, D. K., Debnath, D., & Saxena, M. (Eds.). *Dr. BR Ambedkar: Education, Equality and Empowerment*. Krishna Publication House.



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- 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 that 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: Socio-political Foundations of education, Educational Thinkers and Philosophers.


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