

Master of Education (M.Ed.)

Title of the Course: P 11. 4: Education in India: Historical Perspective
(Semester: I and III)

Credits: 4
MM: 100 (External: 70 Internal: 30)
Contact Weeks: 15

Introduction of the Course

This course celebrates the primacy of history and the unique potential about history's fundamental attributes, both as a means of inquiry and a means of understanding education. It aims to enable learners with a historical perspective on education in India. It traces the patterns of education within early temporal contexts, debates and processes to more recent times within which a state system of education emerged. Students will be able to explore questions related to knowledge and the pedagogical agenda with diverse approaches that continue to shape education in contemporary India. The course would promote insights in historical inquiry on marginalisation, feminisation of teaching profession and explore upon the possibilities when education could be brought within the reach of every one.

It is aimed that learners shall make an attempt to re-think the past as they engage with a complex context, elements of continuity and change, the cause-and-effect relationship and an unending dialogue between the past and the present. The post independence navigation through educational policies and curricular frameworks are intended to unfold the historical efforts towards a knowledge society. Recently, the NEP (2020) has emphasised upon the rich heritage of ancient Indian knowledge traditions and visualised this as a guiding principle for contemporary education system in India. This tradition of validation and putting into practice has impacted India's education in the past and the learners shall explore upon the possibilities and challenges that exist in its implementation in a neo-liberal context.

Learning Outcomes

After completion of the course student will be able to:

1. Explain the Vedic and Buddhist systems of Education..
2. Differentiate between the Orientalists and Anglicists .
3. Discuss the different National Education Policies..
4. Analyse any National Curriculum Framework.
5. Elaborate upon the features of each of the three national policies on education.

Head/Dean

विभागाध्यक्ष एच मंकाय अप्पक्ष
शिक्षा विभाग/Dept. of Education
दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007

Number of Units: 4

Weeks 15 = 60 hours

Unit 1: Survey of Development of Education from Early period till 1947 CE. (4 weeks = 16 hours)

- Perspective on thinking historically; Ancient Indian knowledge traditions
- Vedic and Buddhist Education Systems - Basic forms, content and subtexts
- Madarsa System; Indigenous system of Vernacular Education in 19th Century Bengal
- The Orientalist-Anglicist Debate and Emergence of the State system of Education

Unit 2: Nationalist Quest for Equality and Self identity (3 weeks = 12 hours)

- Acculturating role of Education and the Agenda for a National Education
- Tagore's abode of peace
- Gandhi's basic education
- Textbook Culture, New Knowledge and New India


Unit 3: Changing Trajectories of Knowledge (3 weeks = 12 hours)

- Subaltern perspectives; Jotiba and Savitribai Phule
- State embodiment of the female teacher 'trainer'.
- Engendering histories; Understanding partition through lenses of gender
- Multiple Past(s); Challenges to Eurocentrism;

Unit 4: Post Independence Perspective and Possibilities (5 weeks = 20 hours)

- Perspective through national policies: Education for national development (1968); Provision of equal opportunities to all and removal of disparities (1986); Multi-disciplinary learning and holistic development (2020).
- National Curriculum Frameworks (1975, 1988, 2000, 2005 and 2022/2023): - From construction of knowledge to the guiding rich heritage of Indian knowledge system.
- Access, Quality and Equity in Education- ; RTE (2009) and Samagra Shiksha Abhiyan (2018)
- Neo Liberalism and Education

Practicum/ Suggested Projects / Assignments (Any Two)


Head/Dean

बिभागाध्यक्ष एवं संकाय अध्यक्ष
शिक्षा विभाग/Dept. of Education
दिल्ली विश्वविद्यालय: 110007
University of Delhi, Delhi-110007

1. Make a time line showing the important developments in Indian education in the last hundred years.
2. Plan a visit to Sabarmati Ashram/Shanti Niketan and describe the efforts towards nationalist system of education..
3. Document the concerns of any five learners of a government school towards access, equity and quality of school education and suggest possible solutions.
4. Write an essay on feminisation of teaching profession in India.
5. Document the experiences of elderly women who have witnessed partition of India.
6. Prepare a scrapbook highlighting the thoughts of Ambedkar, Gandhi, J.Phule and Tagore on education in India.
7. Critically analyse any one National Education Policy of India.
8. Write an essay on Indian knowledge traditions illustrating its strengths and challenges in addressing issues in contemporary education system.
9. Compare the different curriculum frameworks of India.

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

Essential/ Recommended Readings:

- Adarkar, A., & Keiser, D. L. (2007). *The Buddha in the classroom: Toward a critical spiritual pedagogy*. Journal of Transformative Education, 5(3), 246-261.
- Altcar, A. S. (1965). *Education in ancient India*. Banaras:Nand Kishor and Bros House.
- Ambedkar,B.R.(1936, revised edn. 2015).*The Annihilation of Caste*.Delhi: Navayana.
- Andrews, T. & Berk, F. (2007). *What does it mean to think historically?* Perspectives in History, The News magazine of American Historical Association, January edition. (Also in Hindi as *Itihaas ki drishti se sochne ka arth* in Shiksha Vimarsh Patrika, Vol 6. Yr. 10, November-December 2008. Jaipur:Digantar).
- Apple, M. W.& Smith,C. L.(Ed.)(1991).*The Politics of the Textbook*.New York: Routledge.
- Aurobindo,S.(1950).*The ideal of the karmayogin* (Vol.2). Pondicherry:Sri Aurobindo Ashram.



Head/Dean

विभागाध्यक्ष एवं संलग्न अध्यक्ष
शिक्षा विभाग/Dept. of Education
दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007

- Aurobindo, S. (1972). *Bande Mataram: Early Political Writings 1, Vol. 1*. Pondicherry: Sri Aurobindo Birth Centenary Library, 655. Aurobindo, S. (1985). *On himself*. Sri Aurobindo Ashram (pp 58). Aurobindo, S. (2003). *Early cultural writings*. Sri Aurobindo Ashram Publication Department.
- Banerjee, D. (2015). *National Education Theory of Sri Aurobindo*. International Journal of Research, 1.
- Basu, Aparna (1974). *The Growth of Education and Political Development in India, 1898-1920*. Delhi: OUP.
- Butalia, U. (1998). *The Other Side of Silence : Voices from the Partition of India*. Durham, US : Duke University Press. (Also in Hindi as द अदर साइड ऑफ सायलेन्स)
- Carr, E. H. (1961). *What is History*. University of Cambridge and Penguin, India. (Also in Hindi as *Itihaas kya hai*. Delhi: McMillan).
- Chatterjee, P. (1986). *Nationalist thought and the colonial world*. Delhi: OUP.
- Dharampal (1983). *The Beautiful Tree*. Delhi: Impex Biblia.
- Gandhi, M.K. (2021). *The Collected Works of Mahatma Gandhi*. Ahmedabad: Navjivan.
- Gandhi, M.K. (1977). *Nai Talim-An Experiential Learning-Part I*. Ahmedabad: Navjivan.
- Ghosh, S.C. (2009). (2nd Ed.). *The History of Education in Modern India 1757-2007*. Delhi: Orient Blackswan.
- Kumar, K. (1991). *Political Agenda of Education – a study of colonialist and nationalist ideas*. New Delhi : Sage.
- MHRD, GoI. (2020). *National Education Policy 2020*. New Delhi: MHRD.
- Mukherji, R.K. (1969): *Ancient Indian Education*. Delhi: Motilal Banarasi Dass.
- Naik, J.P. & Narula, S. (1974). *Student History of Education in India*. Delhi: McMillan.
- National Steering Committee for National Curriculum Frameworks. (2022). *National Curriculum Framework for Foundational Stage*. New Delhi: NCERT.
- National Steering Committee for National Curriculum Frameworks. (2023). *National Curriculum Framework for School Education*. New Delhi: NCERT.
- NCERT (2005). *National Curriculum Framework*. New Delhi: National Council for Educational Research and Training.



Head/Dean

विभागाध्यक्ष
शिक्षा विभाग, Dept. of Education
दिल्ली विश्वविद्यालय
University of Delhi-110007

- Omvedt, G. (1971). *Jotirao Phule and the ideology of social revolution in India*, Economic and Political Weekly, 6 (37):1969-78.
- Phule, J. (1873, revised edn. 2017). *Gulamgiri*. Scotts Valley, California: Create Space Independent Publishing Platform.
- Singh, S. (2017). *The Educational Heritage of Ancient India : How an Ecosystem of Learning Was Laid to Waste*. Chennai: Notion Press.
- Shahidullah, K. (1987). *Pathshalas into schools, The development of indigenous elementary education in Bengal, 1854-1905*. Calcutta: Firma KLM.
- Tagore, R. (2004). *Selected Essays*. New Delhi: Rupa.

Additional Readings

- Allender, T. (2012). *Closing down an Intellectual Interchange: The gifting of text to Colonial India*. *Comparative*, 22 (1):15-32.
- Basu, A. (1984). *Review of The Beautiful Tree by Dharampal*. *Indian Economic and Social History Review*, 21(3).
- Bayly, C.A. (1996). *Colonial rule and the 'Information Order' in South Asia*, in Nigel Crook (Ed.) *The transmission of Knowledge in South Asia*. Delhi: OUP.
- Kumar, D., Bara, J., Khadria, N. & Gayathri, R. (Ed.). (2013). *Education in colonial India*. New Delhi: Manohar.
- Kumar, K. (2001). *Prejudice and Pride: School Histories of the freedom Struggle in India and Pakistan*. New Delhi :Penguin, (Also available in Hindi as *Mera Desh Tumhara Desh*. (2007). Delhi: Rajkamal Prakashan).
- Mazumder, N. N., & Bies, E. E. (1916). *History of education in Ancient India*. Macmillan, Calcutta.
- Mirbabaev, A. K., Zieme, P., & Furen, W. (2000). *The development of education: Maktab, Madrasa, science, and pedagogy*. *History of Civilizations of Central Asia*, 4(pt 2), 33.
- Meshram, M. (2013). *Role of Buddhist education in ancient India*. *International Journal of Research in Humanities, Arts and Literature*, 1(3), 7-16

Head/Dean

विभागाध्यक्ष एवं संतानय अध्यक्ष
शिक्षा विभाग/Dept. of Education
दिल्ली विश्वविद्यालय
University of Delhi, Delhi-110007

- Thapar, R. (2024). *The Past as Present: Forging Contemporary Identities through History*. New Delhi: Penguin.
- Yadav, B. (2012). *Framing History: Context and Perspectives*. New Delhi: Publication Division, Ministry of I.&B., GoI

Teaching Learning Resources (Digital and others):

Visit to the Gandhi Museum, National Museum, National Archives, the Prime Minister's Museum and Dr. Ambedkar National Memorial may be organised to construct the past with different kind of sources.

Discussion around tele-serials may be organised: 1. Chanakya (1991) directed by Chandra Prakash Dwivedi; 2. Bharat ek Khoj (1988) directed by Shyam Benegal and 3. Biopic on Savitribai Phule and Jotiba Phule (2020), directed by Ananth Narayan Mahadevan.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, critical media analysis, collaborative learning tasks which enhance reading and 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, presentations and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: Vedic Education, Buddhist Education, Indigeneous Education, NEP 2020, Curricular Framework.



Head/Dean

विभागाध्यक्ष एवं कक्षाध्यक्ष
शिक्षा विभाग, Dept. of Education
दिल्ली विश्वविद्यालय, Delhi-110007
University of Delhi, Delhi-110007