**Educational Studies**

**COURSE 003**

### Perspectives in Education

**MAX MARKS – 100**

**INTERNAL – 20**

**EXTERNAL – 80**

Approximately 80 hours of classroom instruction. Timespenton assignments, projects etcis additional (adding up to a total of approximately 240 hours of overall effort).

This course will explore philosophical and sociological views on education, in order to enable student-teachers to develop their own perspective on nature of education and its role in social change. It will try to equip them with some conceptual and methodological tools to critically examine their own beliefs and those proposed by different thinkers or policy makers. Student-teachers will be invited to critically reflect on their beliefs regarding education, and examine the role of historical and social factors, ideas and ideologies in shaping the aims and contours of school education.

Contemporary education in the modern world gets its character and meaning from several fundamental processes at work here which need to be understood. These include industrialization, the growing role of the democratic nation state, colonialism, globalisation and shift from subsistence farming to new forms of livelihoods. These are accompanied by the efforts of women and the marginalised people for equity and dignity. All these factors are changing people's expectations from education. The course will introduce student teachers to concepts relating to these ideas and also help them to analyse these processes and their impact upon mass education. These would be sought to be understood through case studies and student-teachers' exploration of their own context.

Sociological perspectives help us to understand how education facilitates these macro social processes and is in turn impacted by them and also how people strive to use education to impact the direction of these larger processes.

Objectives of the course

1. Reflecting on the meaning and purpose of education for one self and the society.
2. Understanding the diversity in aims of education and the framework to negotiate this diversity
3. Developing a framework to understand the work of educational thinkers and policy documents
4. Understanding the economic and political context of the emergence of modern education
5. Reflecting on the critique of modern school education

**Unit 1 Determining aims of education**

1. Meaning of Education

Student teachers will be enabled to reflect on their own notions and experiences of education and schooling to understand what it meant to them. They will get an opportunity to discuss issues like the relation between Education and schooling, Education for society (nation) and individual development; Education for skill building and developing understanding and dispositions.

They will also reflect on social purpose attributed to education – who is considered educated, why do parents want their children to be educated, what an educated person hopes to do, etc.

1. Why do we need aims?

What sort of functions do aims perform in thinking about education? Articulating aims helps us to design education in accordance with it and to frame curriculum and a scheme for assessment and everything in between. But can ‘aims’ be articulated and fixed at the beginning and remain constant till the end of the process of education or do aims also change and evolve along with the execution of the educational process?

1. Negotiating multiple aims of education

Student teachers will be exposed to the fact that there can be a great diversity in conception of education and the purpose of education, emerging from diverse social and ideological standpoints. They will reflect upon the methods of evaluating them, reconciling them, etc . In the process they will also discuss who should be empowered to decide aims of education, - children, parents, community, body of teachers, professional educators, government, market… or the process by which shared goals of education are formulated in a democratic society. Some broad norms for education in a democratic and secular society which strives for equity and justice will be worked out.

**Unit 2. Understanding Educational thinkers**

A framework for studying the views of educational thinkers will be developed and applied to some of the important thinkers. This will be in the form of situating them in their socio-historical context and their larger philosophical perspective.

1. Their critique of contemporary society
2. Their conception of human nature and potential
3. Their conception of individual and society
4. The role of education in realising these ideals
5. Specific pedagogies for educating
6. Role of teacher.

Extracts from the writings of the thinkers will be used for this purpose. Attempt will also be made to compare and contrast different aspects of the theories of different thinkers.

Students will be encouraged to use this method to study some more thinkers on their own.

Special focus will be on the following thinkers:

1. MK Gandhi,
2. Rabindranath Tagore,
3. J Krishnamurti,
4. Aurobindo Ghosh
5. John Dewey

There shall been additional list of thinkers and student shall do a project of studying any one of them using the above framework, some exampler names.

Swami Vivekananda, Giju Bhai Badheka, Aurobindo Ghosh, Plato, Gramsci, Paulo Friere, AS Neil

**UNIT 3: Fundamental Processes Shaping Social Context of Education**

1. Industrialisation and society: meaning of industrialisation and a brief account of changes in industrial organisation (factory system, Fordism & Taylorism, and current systems).

Industrialisation and emergence of modern school education: historical linkages (case studies of India) ; Parallels between industrial organisation and school system.

1. Democratic processes and schooling: Concepts relating to democracy, public participation in decision making; rights and role of citizens; answerability, etc: Role of school in promoting democratic participation.
2. Globalisation and education: Concepts relating to globalisation, casualization and informalisation of labour, knowledge societies, and their implication for nation states and education. International comparisons and standardised student achievement test comparisons.
3. Educational and National Integration, education and International understanding.

**Unit 4 Critical perspectives on modern education**

1. The promise of modern education

To what extent has modern education lived up to its promise of fostering autonomy of the individual, equity and democracy shall be reviewed with the help of some contemporary commentators on education. The experience of schooling by marginalised communities and their attempt at developing alternative conceptions of education.

1. Classroom processes

Classroom processes will be studied to understand how teachers and students relate to each other – how their mutual expectations from each other influence the teaching learning outcomes in the class room. Students will be introduced to ‘symbolic interactionism’ concept to understand this process.

1. New Sociological Perspectives on education of the poor and marginalised

New sociological perspectives on education and inequalities will be explored. Education’s function of reproducing inequalities and its potentials for contesting inequalities will be discussed.

1. Critical pedagogic traditions (Paulo Friere)

**Unit 5 Aims of Education in key policy and curriculum documents**

The perspectives developed in the earlier sections will be used to analyse the aims of education as outlined in some of the important policy and curriculum documents of post-independence period.

1. Mudaliar Commission Report
2. Kothari Commission Report,
3. National Education Policy 1986,
4. Curriculum Framework 2000 and 2005.
5. As a part of this exercise they will also review current media debates on education.

Practicum

1. Interviewing a cross section of parents regarding why they want to educate their boys/girls and what in their view is to be an educated person.
2. Visiting any school which claims to be based on a particular educational philosophy (Gandhian, Tagorean, Montessori etc)
3. Visit a factory to see its production system and the condition of those working in it
4. Interviewing women workers in the household sector (either producing some thing or selling or repairing something) to understand their conditions and what kind of education can be of help to them.
5. Discus the role of education and schooling on individual development. Is education effective in developing skills for generating employment?

Essential readings

1. Position Paper on Aims of Education, NCERT, 2005
2. tkWuOgkbV] jk"Vªh; ikB~;p;kZ ds mís';ksasa dk fu/kkZj.k&f’k{kk foe’kZ 2009
3. egkRek xk¡/kh
4. ektZjhlkbZDl] ubZrkyhe] lsokxzke
5. johUnzukFk VSxksj] rksrs dh f’k{kk] esjsliuksadkLdqy] f’k{kk’kkL=h; jpuk,a
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9. ikyksQzsjk] mRihfMrksa dk f’k{kk ’kkL=
10. tku gksYV f’k{kk ds ctk,] ,dyO;] Hkksiky
11. boku byhp] ikB’kkyk Hkax dj nks
12. JJ Rousseau, Emile
13. Christopher Winch and John Gingell, Philosophy and Educational Policy (Routledge, 2004) chapter 1.
14. Palmer Joy, Fifty major Thinkers on Education from Confucius to Dewey, Routledge 2001.
15. Secondary Education Commission, (section on aims of education)
16. Kothari Commission Report (section on aims of education)
17. Curriculum for the Ten Year School – NCERT, 1975
18. National Policy on Education 1986
19. National Curriculum Framework 1988
20. National Curriculum Framework 2000
21. National Curriculum Framework 2005