

Ambedkar University Delhi

Course Outline

Winter Semester (January-May 2018)

School:	Education Studies			
Programme with title:	MA (Education)			
Semester to which offered:	II semester			
Course Title:	Introduction to Educational Thought			
Credits:	2 Credits			
Course Code (new):	SES 201102			
Course Code (old):				
Type of Course:	Compulsory	yes	Cohort	MA Education II Semester
	Elective	no	Cohort	—

Course Coordinator and Team: Anandini Dar (CC); Manasi Thapliyal, Prabhat Rai, Vikas Baniwal

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Pre-requisites: none

Aim: This course is visualised as a guided reading course. The core objective of the course is to introduce students to a few seminal/critical texts in education and facilitate a process of collective and deeper reflection on these select texts. The course would be conducted in small groups where students participate in reading, reflection and writing along with a faculty member. All SES faculty members may be involved in the conduct of this course.

Brief description of modules/ Main modules:

While the primary objective of the course is to enable the development of critical and deeper reading 'skills', it is considered important to bring educational thought or basic concepts and ideas in education as a foreground within which students engage with readings and reflection as a process. As a second semester credited course in the MA Education programme, this course would endeavour to facilitate independent and critical reading practices among the students and also encourage peer learning among

both the faculty and students. Through this course, it is envisioned that students would be able to acquire a functional, critical and an emergent glossary of keywords central to the discourses in education.

Some of the keywords/phrases that emerge from the texts collated here are *agency, culture, experience, conflict, democracy, ideology, hegemony, knowledge, intelligence, modernity, method, oppression, politics of education*.

Texts from which selections may be made in Winter Semester 2018:

1. Gandhi, M. K. (1953). Section six: Education. In Bharatan Kumarappa (Ed.) *To students*, pp. 98 – 118. Ahmedabad: Navjivan Publishing House.

This book is a collection of Gandhi's letters, lectures and writings addressing 'students', organised under themes like religion, character, violence, politics, education, work and marriage. Read together, they bring-out Gandhi's imagination of Indian society, centrality of students in this imagination, and the role students should assume towards its realization. The section on education touches upon notion of 'science', language and education, and higher education and poverty. These ideas may invigorate discussions around concepts of 'modernity', religion, nature of society, agency of student, poverty and meaning of education.

1. Krishnamurti on Education

Chapter 1: On Right Education & Chapter 2: On The Long Vision pp.64-78

Krishnamurti has been one of the prominent thinker of the twentieth century. He not only spoke all over the world and interacted with some of the brightest mind of his times, but also established schools to transform his vision of a free human being into reality. His critique of education and schooling cuts across various isms/perspectives and other foundational positions. Krishnamurti himself is not interested in providing any philosophy or theory of education, thus, he gives space to everyone to arrive at his/her own understanding of education after struggling with the questions that he raises.

The book is a compilation of his talks and discussions with teachers and students. The suggested chapters are his talks and discussions with the teachers of his school, which raise many significant questions. The intent is to enable students to reflect critically on these questions and further problematize the dominant assumptions about education, educand, and the institution of education in the educational discourse.

2. Tagore's 'A Poet's School'

In this essay, Tagore has shared his personal experiences, quests, and reasons for daring to establish a school. He critiques the mainstream idea of being civilized, educated, and being human. He presents an idea of childhood that is quite different from an almost regimented way of schooling and parenting. The way Tagore as a poet, understands an institution is quite different from the way a contemporary sociologist understands it. His emphasis on feelings and centrality of love in the education of a child is not opposed to labour of work but a necessary precondition for their enjoyment and creative expression in them. Tagore overcomes the divide between work and play; home and school; man and nature; academic and non-academic; and reason and emotions. It presents a broad sketch of an experiment in education that is still alive.

3. Friere, Paulo (2006). Chapter 2, (on the Banking Concept of Education). In *Pedagogy of the Oppressed*, (Tras. Myra Bergman Ramos), pp. 71-86. NY, London: Continuum.

This piece problematises the “banking” concept of education and posits it as an instrument of oppression and engages with its presuppositions; the problem-posing concept of education as an instrument for liberation—its presuppositions; the “banking” concept and the teacher-student contradiction; education: a mutual process, world mediated; people as uncompleted beings, conscious of their incompleteness, and their attempt to be more fully human. This reading would bring in focus the everyday assumptions of pedagogical relations, work in schools, what teachers do, what does it mean to be a learner?

5. Gutmann, Amy (1987). ‘The Purposes of Primary Education’, Chapter 2 in idem, *Democratic Education*. Princeton: Princeton University Press, pp: 48-70.

This chapter discusses the purposes of primary education with regard to promotion of deliberation and democratic character, question of morality, liberal neutrality and parental choice. Each of these questions relates to different philosophical issues and would recur in various courses including policy.

6. Gutmann, Amy (1987). ‘Distributing Primary Schooling’, Chapter 5, *Democratic Education*. Princeton: Princeton University Press, pp: 127-71.

This relatively long chapter discusses how should primary schooling be distributed, what are the different possible interpretations of equal educational opportunity and what are their implications, how much resources should state allocate to public schooling and in what manner, does better funding to school or to other public goods promote equality, should schools be integrated and what should be the purposes of such an integration and what does democratic opportunity call for.

Tentative Assessment schedule with details of weightage:

Assessment of the course would be through writing article reviews, and class/group presentations.

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Article Review I	1 st Week, February	20%
2	Presentation	2 nd / 3 rd Week, February	20%
3	Class Participation		10%
3	Article Review II	First Draft- 1 st Week, March Final Draft- 3 rd Week, March	50%