

B.Ed. Two Year Programme

F.3: Conceptual Foundations of Education

Maximum Marks: 100

The main objective of this paper are : (i) to promote reflective thinking among students : (ii) to sharpen their perception of the concepts involved in educational practice (iii) to enhance their capacity to formulate responses to the reality of education. The paper is divided into three units. All the three units are, to be covered.

- Unit A:**
- i) ***Basic Concepts in Philosophy of Education:*** teaching, training, learning and education in the context of the child's nature, growth and development.
 - ii) ***Epistemological Basis of Education:*** knowledge, reason and belief, rationality; experience and awareness, values and ideals with reference to school subjects
 - iii) ***Methodological Options in Education:*** Assumptions about human nature; critique of behaviorism and its three alternatives:
 - A. Activity: With reference to Dewey's ideas on learning and Gandhi's NaiTalim
 - 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 B : Basic Concepts in the Sociology of Education:

- (i) Democracy and the State
- (ii) **Constitutional Values:** Equality, Freedom, Social Justice, Inclusiveness and Secularism.
- (iii) Socialisation, Role of family and school, Conflicts and coherence.
- (iv) Knowledge and political ideology in relation to curriculum and textbooks.
- (v) The role of culture, economy, and historical forces in shaping the aims of education. Dominance, conflict and resistance in the context of education.

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

John Dewey, Gandhi, Tagore, Freire and J. Krishnamurti

Project

A detailed study of one of the thinkers mentioned in the entire syllabus

Suggested Reading List

Cohen, Brinda. 1969. Educational Thought: An Introduction. Macmillan: Britain

Moore, T.W. 1974. Educational Theory: An Introduction. London: Routledge & Kegan Paul

Wilson, J and Cowell, Barbara. 1928. Taking Education Seriously. London: The Falmer Press

Montessori, Maria. 1965 Spontaneous Activity in Education New York: Schocken Books

Montessori, Maria. 2012. The Absorbent Mind. New Delhi: Aakar Books

Kumar, Krishna. 1977. Raaj Samajaur Shiksha. Delhi: Rajkamal

Kumar, Krishna. 1998. Shaikshik Gyan Aur Varchasv. Delhi: Granthshilpi

Kumar, Krishna. 2002. Shikshaaur Gyan. Delhi: Granthshilpi.

Kumar, Krishna. 2004. What is Worth Teaching? Delhi: Orient Longman

Buber, Martin. 2006 'Teaching and Learning' in The Writings of Martin Buber. Author: Will Herberg. Universal Digital Library. The World Publishing Company: New York.

Hanh, Thich Nhat, 1987. *Being Peace*, Parallax Press, Unified Buddhist Church. Berkeley.

Hanh, Thich Nhat, 2013 *Peace of Mind.: Becoming Fully Present*. Bantam Press.

Dhankar, Rohit (2006) Shiksha Aur Samajh Haryana: Aadhar Prakashan

Woolley, A.D. 1949. Theory of Knowledge: An Introduction. London: Hutchinson's University Library. (Hindi Translation: Gyanmeemansa Parichay Patna: Bihar Hindi Granth Academy)

Mascaro, Juan, 1965. The Upanishads. England: Penguin

Freire, Paulo. 1970. Pedagogy of the Oppressed. London: Penguin Books

Elmhirst, L.K. 1994. Rabindranath Tagore: Pioneer in Education. Delhi: Sahitya Chayan.

Dewey, John. 1902. The Child and the Curriculum. Chicago: The University of Chicago Press

Dewey, John. 1915. *The School and Society*. The University of Chicago Press

Jiddu, Krishnamurti 1975. Lutyens, Mary, ed. *Freedom from the Known*. San Francisco: Harper

Krishnamurti, Jiddu. 1992. *Education and the Significance of Life*. India: Krishnamurti Foundation India.

Sykes, Marjorie. 1988. *The Story of NaiTalim: fifty Years of Education at Sevagram*. Wardha: Nai Talim Samiti.