

## Educational Heritage of India

Programme(s) in which it is offered: **B.A.B.Ed. English and B.Sc.B.Ed. Mathematics**

<b>Course Category:</b> Core	<b>Schedule of Offering:</b> Even
<b>Course Credit Structure:</b> 4	<b>Course Code:</b> EG520
<b>Total Number of Hours:</b> 60	<b>Contact Hours Per Week:</b> 4
<b>Lecture:</b> 3 Credits, 45 Hours	<b>Tutorial:</b> 1 credit, 15 hours
<b>Practical:</b> NA	<b>Medium of Instruction:</b> English
<b>Date of Revision:</b> NA	<b>Skill Focus:</b> Employability
<b>Short Name of the Course:</b> EHI	<b>Course Stream (Only for Minor Courses):</b>
<b>Grading Method:</b> Pass/Fail, Regular	<b>Repeatable:</b> Credit/Audit/Non-Repeatable
<b>Course Level:</b> Beginner/Intermediate/Advanced	

### Course Description

This course is offered as a Core Course for B.A.B.Ed English and B.Sc.B.Ed Mathematics students. It is focused on developing an overall perspective of Education in India through its ancient, medieval, and modern periods. It will also enable learners to critically analyse and make meaningful suggestions for the improvement of Education in contemporary India.

### Course Introduction

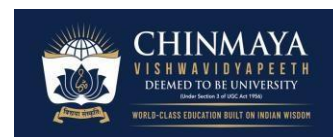
This course is meant to enhance the students' understanding of the educational heritage of India from the ancient to modern times. It takes the learners through the origins of education in India, unique pedagogies employed, the institutionalisation of knowledge, and its development and spread across the ancient and medieval worlds. It also gives a detailed picture of the state of education in the 19<sup>th</sup> and 20<sup>th</sup> century India.

### Course Objectives

On the completion of the course, the student-teacher will be able to

1. Understand, and appreciate the educational heritage of India
2. Describe the institutional framework of education in ancient and medieval India
3. Explain the unique pedagogies employed in ancient and medieval India
4. Analyse the state of indigenous education in 19<sup>th</sup> century India

Version No:  
Approval Date:



5. Summarize the development of education through major policies and reforms in pre- and post-independence India.

### Course Outcome

On completion of the course the student-teacher will be able to:

1. List the major Vidyā-s (streams of knowledge) and Kalā-s (performing arts) of India
2. Describe the university system of ancient India and how it powered a knowledge revolution across the ancient world
3. Analyse the contribution and status of women in Education in ancient India
4. Illustrate the institutional framework of Education in ancient and medieval India
5. Explain the unique pedagogies employed in ancient and medieval India
6. Analyse the state of indigenous education in India of 1800s.
7. Discuss the Educational reforms in India between 1835 and 2020

### Prerequisites and other constraints

There are no prerequisites for taking the course.

### Pedagogy

This course employs classroom lectures, talks by experts and in-class discussions and debates. It will also have quizzes, case discussions and student presentations.

### Suggested Reading:

1. Singh, S. (2021). Revisiting The Educational Heritage Of India (1st ed.). Vitasta Publishing Pvt.Ltd.
2. D. (1983). The Beautiful Tree : Indigenous Indian Education In The Eighteenth Century (1st ed., Vol. 3). Biblia Impex.
3. Macaulay's Minute on Education, February 2, 1835
4. Cutts, E. H. (1953, July). The Background of Macaulay's Minute. The American Historical Review. <https://doi.org/10.2307/1842459>
5. Reports on Education in India – 1835 to 2020

## Evaluation Pattern

**Evaluation Pattern Matrix**

	<b>Component Type</b>	<b>Weightage Percentage</b>	<b>Total Marks</b>	<b>Tentative Dates</b>	<b>Course Outcome Mapping</b>
<b>Continuous Internal Assessment (CIA) Components</b>	Writing assignment	25% of CIA Marks	15	4 <sup>th</sup> week	2
	Mid-term Exam	50 % Of CIA Marks	30	8 <sup>th</sup> week	1,3,4&5
	Class presentation	25% of CIA Marks	15	10 <sup>th</sup> week	6&7
	CIA Marks	100 % (To be converted to 60%)	60	13 <sup>th</sup> week	-
	<b>ESE</b>	<b>40%</b>	<b>40</b>	<b>End of the Semester</b>	<b>1 to 7</b>

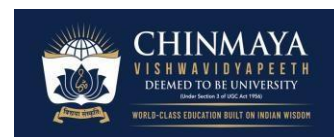
\* The assignments involved in CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 30% for Undergraduate courses, 20% for Postgraduate courses and 10% for PhD courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

## Module Sessions

### Module I: Education in Ancient India (18 Hours)

- Learning as a sacred duty, Rites of passage to mark educational milestones
- Vidyā-s (disciplines) mentioned in the Mahābhārata, the 64 Kalā-s
- Forest Universities and Inter-disciplinary learning
- Great universities of the ancient world - Takṣaśilā, Nālandā, Vikramaśilā, Vallabhi
- Collaboration between universities
- Mobility of students and teachers, funding of higher education, protecting the universities in conquered territories
- Powering a Knowledge Revolution across the ancient world
- Women and education – philosophers, scholars, teachers, and trainers

Version No:  
Approval Date:



- Temples as centres of education, and academies of excellence
- Kerala ecosystem of Mathematics - A case study
- Industrial and vocational training

### Readings:

- Singh, S. (2021). Revisiting The Educational Heritage Of India (1st ed.). Vitasta Publishing Pvt.Ltd.

### Activities:

1. Compare and contrast the institution of public education in ancient and contemporary India
2. Trace the spread of Indic Knowledge to any one or more of the following countries/regions of the ancient world – China, Japan, Southeast Asia, Greece, Egypt, Arabia, Europe

## Module II: Unique Pedagogies

(12 Hours)

- Memory training as an essential element
- Brahmacharya āśrama - Control of senses as a necessary condition for the pursuit of knowledge
- Education through games – Imbibing Dharma through Board Games, Card Games, and Caturaṅga (Chess)
- Education through fables - Pancatantra and Hitopadeśa, how they went around the world
- The Role of Ācārya, Adhikāra - Qualifications for a student

### Readings:

- Singh, S. (2021). Revisiting The Educational Heritage Of India (1st ed.). Vitasta Publishing Pvt.Ltd.

### Activities:

1. Design a game-based pedagogy for a content of your choosing
2. Critically analyse the role of rote learning (memorization technique based on repetition) in a world built on free knowledge

### **Module III: A Survey of Indigenous Education in 1800s**

**(15 Hours)**

- Indian Science and Technology in the Eighteenth Century
- The Madras Presidency, 1822-26 - Minutes of Governor Sir Thomas Munro ordering the Survey (25-6-1822), District Collectors' Reports to the Board of Revenue (1822- 25), Board of Revenue reports to the Governor (21-2-1825), Governor Sir Thomas Munro's review of the Survey (10-3-1826)
- Fra Paolino Da Bartolomeo on Education of Children in India, 1796, Alexander Walker on Indian Education, Literature, etc., circa 1820
- Extracts from W. Adam's Reports on the State of Education in Bengal, 1835-38 – Indigenous elementary schools, Indigenous schools of learning, Native Medical practice, Sanskritic, Persian and Arabic learning
- Extracts from G. W. Leitner's History of Education in the Punjab since Annexation and in 1882

#### **Readings:**

- D. (1983). The Beautiful Tree : Indian Science and Technology in the Eighteenth Century (1st ed., Vol. 1). Biblia Impex.
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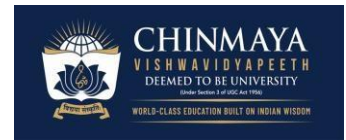
#### **Activities:**

1. Read and critique the Minute of T. B. Macaulay (dated the 2nd February 1835) on Indian education (<http://home.iitk.ac.in/~hcverma/Article/Macaulay- Minutes.pdf>)

### **Module IV: Educational Reforms – Pre- and Post-Independence India (15 Hours)**

- English Education Act, 1835
- Anglicists and Orientalists
- Woods Despatch, 1854
- Hunter Commission, 1882-83
- Sargent Commission Report on Post-War Education Development in India, 1944
- University Education Commission Report 1949

**Version No:**  
**Approval Date:**



- Secondary Education Commission, 1952-53
- Education Commission, 1964-66
- National Policy on Education, 1968
- National Policy on Education (Revised), 1986 and Programme of Action (1992)
- National Curriculum Framework for Teacher Education, 2009
- Justice Verma committee report on Teacher Education, 2012
- National Educational Policy, 2020

**Readings:**

1. Education Reports – 1835 - 2020

**Activities:**

1. Examine the course of education over the colonial period in terms of confrontation between the colonial state and indigenous systems of learning