

Version 12. FINAL.

Annexure - 'A'

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Curriculum & Syllabus Outline for
'Critical Thinking for Transformative Learning'
(Proposed course for D.El.Ed in DIETs Delhi)

**Prepared by Cell for Human Values & Transformative Learning, SCERT,
Delhi**

'Education in the true sense should empower individuals to clarify their values; to enable them to take conscious and deliberate decisions, taking into consideration the consequences of their actions, to choose the way of peace rather than violence; to enable them to be makers of peace rather than only consumers of peace.'

National Curriculum Framework, 2005

**A. RATIONALE: Need for Critical Thinking for Transformative Learning, at
DIETs Delhi**

Modern Education makes a person more rational and is supposed to give us a framework for evaluation of our self, family, ecology, society, Nation and the entire human society. Each individual should learn his/her role in all of the above. This requires that we evaluate our self, family, ecology, society, nation and world without biases. Absence of this makes opinion-less, docile and passive individuals, who later go on to make a weak society.

'Critical Thinking' is learning to think without bias. It is a logically reasoned judgment, where one thinks in the light of knowing. All teachers are expected to develop 'Critical Thinking' among their students. This is how teachers and education contribute to building a strong society. Teachers obviously cannot impart something they themselves do not have. Thus arises the need to develop 'Critical Thinking' among teachers.

It is also important that this tool of 'Critical Thinking' be used for making positive change in ourselves rather than learning to blame others. Presently, we are facing a problem of the younger generation using the ability to analyze logically on everyone around them and not on themselves. This is making this generation irresponsible, opinioned, rebellious and directionless. Thus the tool of 'Critical Thinking' should be used to introspect and transform oneself. Without first transforming oneself all efforts to change the world are counterproductive and lead to unsatisfied individuals, broken homes, chaotic societies, ecological imbalances and disharmonious world. Education is the best way to facilitate this transformation from internal chaos to internal harmony.

In other words, 'Transformative Learning' is the purpose of education - where in an individual takes every opportunity to learn with awareness that the learning translates into a positive change within (in oneself) and

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without (in society). Hence, Transformative Learning facilitated through Critical Thinking, inspires individuals to elevate themselves from animal consciousness (that is, personal gain over collective good) to a stage of human consciousness (that is, living with understanding, compassion, kindness). These individuals living in human consciousness will form prosperous families, undivided society and sustainable and harmonious world.

In light of this background, we introduce the course 'Critical Thinking for Transformative Learning' at the District Institute of Education and Training (DIET), Delhi, to train teacher trainees in their two-year diploma programme. The course will aim to nurture teachers who understand the real purpose or value of education and are inspired to live with human consciousness. That is, live with humane conduct and impart humanness (ability to live a fulfilling life, become responsible citizens and make positive contribution in others' lives) in the children they come in contact with through their careers.

This course is based on the philosophy *Madhyasth Darshan - Sahastivavaad* (Co-existentialism) propounded by Shri A. Nagraj in the 1970s. The education component of this philosophy is known as *Chetna Vikas Mulya Shiksha* (Consciousness Development Value Education). Similar modules have also been tried extensively in the general population, in alternative and formal schools in the state of Chhattisgarh, and in higher education as a supplementary course in about 30 universities in India and Bhutan.

B. OBJECTIVES:

This course seeks to facilitate the student teachers to -

- Identify beliefs/notions/perceptions, think critically and develop the ability to critique (analysis without bias) them
- Evaluate notions (*mulyankan*) through logical reasoning and in the light of knowing to arrive at value-centric resolution
- Observe, examine, understand and value relationships from self to nature and society
- Understand critical thinking (analysis without bias - *sameeksha*) with the objective of transformative learning (learning in context of knowing; transforming for positive change)
- Be inspired for human consciousness
- Understand co-existence and the role of education in humane conduct, humane education and universal social order
- Achieve exemplary teaching conduct
- Have confidence to impart the above objectives in their students as well

C. METHODOLOGY

The course relies on introspection, observation, scrutiny, examination and survey of the human being vis-a-vis nature/existence. The content will be in the



form of a proposal. Proposals will be communicated in the form of an interactive dialogue to help facilitate reflection among teacher trainees. These will include the following:

- 1) Group discussions
- 2) Film screenings followed by discussion
- 3) Relevant readings followed by paper presentations
- 4) Presentations – individual and group presentations by the teacher trainees
- 5) Writings/stories/poems/essay/skit/role-plays on situations given to them
- 6) Mock facilitation sessions
- 7) Action-research projects
- 8) Comparative study projects
- 9) Case studies
- 10) Surveys followed by data analysis

This content shall be:

1. **Universal** - *naturally acceptable to the human & natural to existence/nature - should not be an imposition*
2. **Logical** - *appeals to human reasoning*
3. **Verifiable** - *intuitively & experientially verifiable*
4. **Livable** - *comes in living - improves quality of understanding and living and leads to harmony with humans and nature*

D. SYLLABUS OUTLINE:

Year 1: CRITICAL THINKING FOR LEARNING

S. No	Unit	Chapters
1	Critical Thinking for Transformative Learning	• Purpose of Transformative Learning • Relation between Critical Thinking & Transformative Learning • Learning through logical reasoning and analysis • Learning through observation & experience • Moving beyond prejudices, biases & conditioning • Connecting: Information – Knowledge – Skills – Learning • Need for Humane Conduct (evaluating inhuman conduct today) • Discerning subtleties in language & communication: Word – Meaning, Meaning – Assumptions, (Knowing – Assuming, Medium – Goal, Agreeing – Understanding, Value – Price, wealth – prosperity)
2	Examining 'Self' for Transformative	• Critical Examination of 'Self' - Existing notions/ beliefs/ assumptions /perceptions

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	Learning	- Prevailing notions of self, identity, happiness, aspirations, prosperity, conduct, relationships • Process of Critical Examination - Observation & Introspection - Scrutiny & Verification - Survey & Universality
3	Valuing Human Relationships -	• Critical examination of human relationships - Perspectives & conflicts in inter-personal relations - Mutual fulfilment
4	Valuing Social Systems	• Social systems – a manifestation of human conduct • Basis of social system/human organization - Education, Health, Justice, Production & Exchange • Responsible Citizenship & Governance • Ethics & Harmony • Schools – a microcosm of society
5	Valuing Human - Nature Relationships	• Critical Examination of Human – Nature relationship - Relationships amongst four orders in nature - Co-existence – Humans & Nature - Role of technology – natural engineering

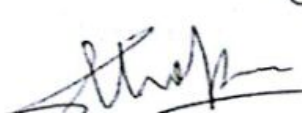
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Year 2: TRANSFORMATIVE LEARNING FROM LIVING

S. No	Unit	Chapters
1	Transformative Learning for Humane Education	• Understanding Education - Purpose of Education - Distinguishing: Value of Education and Value Education - Education – development of human consciousness - Education – foundation of society • What makes education humane - Re-visiting Critical Thinking for Transformative Learning - Integration of schools, home & community - Critical Analysis of textbooks & content
2	Transformative Learning for Happiness & Confidence	• Critical examination of relationship between Education & Happiness • Examination of human needs, desires, aspirations, achievements and goals • Relative and Absolute Confidence: Competition to Co-operation • Understanding Harmony in Self
3	Transformative Learning for Humane Conduct	• Understanding humane & inhumane conduct • Uniqueness & Universality in human beings • Humane conduct - through character in the self - through values in relationships - through ethics in society
4	Transformative Learning for Universal Order & Sustainable Living	• Living in Universal Social Order • Living with Sustainability in Nature • Understanding 'Existence as Co-existence'
5	Teaching for Learning & Living	• Impact of Critical Thinking for Transformative Learning on Teaching-Learning environment • Exemplary Teacher's Conduct • Assessment of Critical thinking tools (Analysis, Clarification, Explanation, Problem Solving, Decision Making, etc.)





D. SUGGESTED PRACTICUM (Year 1 and 2):

Year 1:

1. Design a tool to look within myself, and using critical evaluation and analysis, write down the areas in which I see harmony and disharmony.

OR

Write a narration in the form of a story, poem, skit or essay to clarify salient human values to the children.

2. Prepare a module for students to critically evaluate critical thinking for transformative learning and facilitate a mock session in the classroom.

OR

Take an Action Research project during SEP to incorporate what you have learned in this course so far.

3. This year is going to be over now. It is time to evaluate what difference in your thinking has it made. Summarize the core message of the course grasped by you. How has this affected you in terms of thought, behaviour, work and realization?

4. **Final project, 1st Year:** Submit a project or case study from your immediate surroundings based on any unit/chapter followed by oral viva.

Year 2:

1. Design a tool to observe society around you for few days and identify, analyse and write about where I see harmony and disharmony in society around me.

OR

Make a chart to the whole existence as co-existence. With the help of this chart, try to identify the role and scope of some of the courses of your study. Also indicate the areas that are being either over-emphasized or ignored in the present context.

2. Critically analyse content of education in primary schools today, and evaluate its impact on society.

OR

Critically analyze content of education in upper primary schools today, and evaluate its impact on society.

3. Prepare a module for students to critically evaluate critical thinking for transformative learning and facilitate a mock session in the classroom.

OR

Take an Action Research project during SEP to incorporate what you have learned in this course so far.

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4. The course is going to be over now. It is time to evaluate what difference in your thinking has it made. Summarize the core message of the course grasped by you. How has this affected you in terms of thought, behavior, work and realization?
5. **Final project, 2nd Year:** Identify any 2-3 philosophies of your choice and critically evaluate them in light of what you have explored and understood in the last two years.

Field trips: At least one field trip (of 3-6 days) a year to places where there are experimental practicable models of what the students learn in these two years with respect to universal order and sustainable living.

E. COURSE READINGS

A Nagraj, 2017, *Vyavhaaratmak Janvuad*, Jeevan Vidya Prakashan, Amarkantak

F. SUGGESTED READINGS

1. A Nagraj, 2016, *Vikalp evam Adhyayan Bindu*, Jeevan Vidya Prakashan, Amarkantak
2. A Nagraj, 2015, *Manav Vyavhar Darshan*, Jeevan Vidya Prakashan, Amarkantak
3. J Krishnamurthy, 2006, *Shiksha Kya Hai?*, Rajpal & Sons Publication, Delhi
4. Sri Aurobindo, 2012, *Human Cycle: The Ideal of Unity, War and Self Determination*, Sri Aurobindo Ashram Publication Department
5. M K Gandhi, 1938, *Hind Swaraj*, Navjeevan Publishing House, Ahmedabad
6. A Nagraj, 2017, *Jeevan Vidya Ek Parichay*, Jeevan Vidya Prakashan, Amarkantak
7. E F Schumacher, 1973, *Small is Beautiful: A Study of Economics as if People Mattered*, Blond & Briggs, Britain
8. E G Seebauer & Robert L. Berry, 2000, *Fundamentals of Ethics for Scientists and Engineers*, Oxford University Press
9. Fukuoka, M., 1984, *One Straw Revolution: An Introduction to Natural Farming*, published (in India) by Friends Rural Centre, Rasulia
10. Ivan Illich, 1974, *Energy and Equity*, The Trinity Press, Worcester, and HarperCollins, USA
11. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, *Limits to Growth-Club of Rome's Report*, Universe Books
12. Y S Satya, 2013, *Sah-Astitva Siddhant evam Samagra Vikas*, Jeevan Vidya Pratishthan, Bijnore
13. www.madhyasth-darshan.info

G. SUGGESTED AUDIO-VISUAL MATERIAL

1. Story of Stuff, <http://www.storyofstuff.com>

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2. Al Gore, *An Inconvenient Truth*, Paramount Classics, USA
3. Charlie Chaplin, *Modern Times*, United Artists, USA
4. IIT Delhi, *Modern Technology – The Untold Story*
5. Anand Gandhi, *Right Here Right Now*, Cyclewala Production
6. Satyamev Jayate, (episode pesticides residue in food) by Aamir Khan, Star TV Production

H. CRITERIA FOR RESOURCE PERSONS:

Resource persons will be provided by the Cell for Human Values & Transformative Learning.

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